DOCUMENT RESUME

ED 267 837 JC 860 102

AUTHOR Martin, Margaret R.; And Others
TITLE Special Services Project: Rockland Community College, 1982-1983.
INSTITUTION Rockland Community Coll., Suffern, N.Y.
PUB DATE 28 Nov 83
NOTE 115p.; For related documents, see JC 860 099-104.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

ABSTRACT

This report provides information on the third year (1982-83) of the second cycle (1980-1984) of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, a pilot project to refine the college's placement procedures based on a more precise assessment of students' writing competencies, student outcomes, and program evaluation. Appendices include: (1) a profile of SSP students and a series of case studies; (2) a contract for educational services; (3) a list of 1982-83 curriculum projects; (4) an addendum to a taxonomy of reinforcement materials; (5) inventories of instructional materials at Nyack and Spring Valley Campuses; (6) an English as a Second Language Student Handbook which explains the college's ESL Institute; (7) a cookbook compiled by College Skills Program students; and (8) promotional materials. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED267837

SPECIAL SERVICES PROJECT

Rockland Community College

1982 - 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Martin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Margaret R. Martin, Ph.D
Director,
Special Services Project

With the assistance of
Elaine B. Chapline, Ph.D
Elaine S. Padilla, M.A.

JC 860 102

November 28, 1983

Table of Contents

		Page
Preface/Objectives		1
I.	Characteristics of Clientele	3
II.	Program Sites	5
III.	Description of Program	6
	A. Needs Assessment	6
	B. Development and Implementation of Curriculum for Skill Acquisition	10
	C. Development and Implementation of Counseling	13
IV.	Staff Development	16
V.	Pilot Project - Competency Assessment - Writing	18
VI.	Summative Evaluation - Elaine B. Chapline, Ph.D.	21
Appendices		32

Appendices

	Page
Appendix A - Case Studies	32
Appendix B - Contract for Educational Services	47
Appendix C - Curriculum Projects	49
Appendix D - Taxonomy	51
Appendix E - Handbook	65
Appendix F - Festival Cookbook	66
Appendix G - In Celebration of Cultures Festival	67

PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional and counseling services for a minimum of 350 students in the College Skills Program, remedial/developmental program, and the English As A Second Language Program who enter the college with the most severe educational and economic needs. The first cycle of the Special Services Project operated from 1977-1980 and the second cycle (1980-1984) began in August, 1980. This report focuses on the third year of the second cycle of the project - 1982-1983. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977-1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project, the report, "Special Services Project, Rockland Community College, 1980-1981" and the report, "Special Services Project, Rockland Community College, 1981-1982."

The specific objectives of the Special Services Project are as follows:

1. Participants will show significant improvement in reading (vocabulary and comprehension).

2. Participants will show significant improvement in writing.

3. Participants will show significant improvement in mathematics.

4. Participants will show significant improvement in the development of listening skills.

5. Participants will show significant improvement in the development of study skills and attitudes.

6. Participants will begin to build an awareness of careers and the competencies and training sequences demanded for these careers.

The additional instructional and counseling services for students with limited English speaking ability were designed to meet two specific objectives.

7. Participants will develop the skills and attitudes necessary to function within an academic environment in the U. S. A.

8. Participants will maintain their native language skills while developing proficiency in the English language.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives. And Chapter V contains summative evaluation in reading and mathematics which is specifically related to the accomplishment of instructional objectives for project participants enrolled in the College Skills Program.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading and writing achievement or English Language proficiency. Those who took part in the College Skills Program (CSP) sections, designed for students with deprived educational backgrounds, received a score of 6 or 7 in writing and below 22 on the Descriptive Tests of Language Skills - Reading Comprehension (DTLS) Form A or less than 6 in writing and 0-45 on the DTLS Form A on the English Placement Examination (Rockland Community College Reading and Writing Assessment). Those in the English As A Second Language Program (ESLP) sections had scores indicating less than 90% mastery on the English Language Institute Test. A total of 224 of the students were low income and first generation students and 112 of the students were first generation students as defined in the amendment to Sec. 04, Subpart 4 of Part A of Title IV of the Act for Special Programs for Students From Disadvantaged Backgrounds.*

Because of budgetary constraints the total number of students in the Special Services Project was reduced from 381 (1981-1982) to 336. The students included 192 (57%) with limited English language ability who were in the ESLP and 144 (43%) with deprived educational backgrounds who were in the College Skills Program. There were 151 (45%) males and 185 (55%) females. The group included one American Indian/Alaska Native (.25%), 17 Asian/Pacific Islanders (5%), 141 Blacks (42%), 95 Hispanics (28%) and 82 white ther than Hispanic (24.75%). The ages of the total group ranged from 17 to 63. (Mean=25).

* Federal Register, Vol. 47, No. 42, Wednesday, March 3, 1982, Rules and Regulations.

The English As A Second Language group's mean age was 29 (Median age = 40) and the College Skills group's mean age was 21 (Median age = 36).

In summary, the students were an ethnically diverse group who clearly had educational skill deficits, financial need and were first generation college students. Among this diverse group of students some characteristics tended to cluster to produce a kind of typology of students. These "types" are represented in a series of case studies designed to portray the student group. (See Appendix A).

II. PROGRAM SITES

The Special Services Project served students enrolled in the College Skills Program and English As A Second Language Program located at the Main Campus in Suffern, N.Y. and at the college's Local Learning Centers in Haverstraw, Nyack and Spring Valley. Both the College Skills Program and the English As A Second Language Program held classes at the Local Learning Center in Spring Valley located in a former elementary school at 96 North Main Street. English As A Second Language Program evening classes were held at the Local Learning Center in Nyack located at 92-94 Main Street and at an annex in the Nyack Mall across the street from the central building. College Skills Program classes and laboratories were held in the Nyack Mall. The English As A Second Language Program held classes at the Local Learning Center in Haverstraw. Evening classes were conducted at the Middle School and day classes were held in the Downtown Center (HUMM Building).

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The Needs Assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment provided for placement into the College Skills Program modules and the English As A Second Language Program courses.

Rockland Community College instituted a pilot project in competency assessment in the Fall Semester, 1982. All native born entering students with an English/Social Studies three year high school average less than 76% and an SAT verbal score less than 440 and desiring to enroll in college English courses were required to take the English Placement Examination (Essay and Form A of Reading Comprehensive Section of Descriptive Test of Language Skills (DTLS)). Students who completed high school Math 9 only with an average less than 86%, or completed Math 9 and 10 with an average less than 76% or completed Math 9, 10 and 11 with an average less than 71% and desiring to enroll in college Mathematics courses were required to take the Mathematics Placement Examination (in-house arithmetic and algebra examination).

As a result of assessment some students were placed in the College Skills Program. After placement in the College Skills Program was determined, students were notified that they should schedule an appointment for needs assessment in the College Skills Program. Students were then assigned appointment times for Needs Assessment by the Assistant to the Project Director for Needs Assessment. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30-3 p.m.) to accomodate 18 students per session or a total of 36 students per day. Place-

ment in Communication Skills and/or Mathematics Skills modules was based on a further refinement of scores on the English Placement Examination and the Mathematics Skills Placement Examination. Therefore, during needs assessment each student met with a College Skills instructor who presented the student with the test results and explained why the student had been placed in a specific Communication Skills and/or Mathematics Skills module. The student then met with a master counselor/assessment apecialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be in the College Skills Program and assisted the student in selecting courses and completing the registration process.

All students who enrolled in the English As A Second Language Program were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language Program courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for the College Skills Program was scheduled during the summer months as well as during college registration periods. Needs assessment for the English As A Second Language Program was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from the College Skills Program and the English As A Second Language Program with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of scores on the Rockland Community College English Placement Examination or the

English Language Institute Test. During the third year of the project (1982-1983) 458 students were assessed in the College Skills Program and 833 were assessed in the English As A Second Language Program. A total of 144 was chosen as Special Services Project participants from the College Skills Program and 192 were selected from the English As A Second Language Program.

Initial needs assessment was designed to identify the project participants and to assure proper placement in the College Skills Program and the English As A Second Language Program courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. (Some students were given the Nelson-Denny Reading Test Form E and/or the Gates-MacGinitie Reading Test for additional diagnostic information).

Students in the College Skills Program were assigned to group counseling seminar sessions conducted by master counselor/assessment specialists and students in the English As A Second Language Program sessions enrolled in group counseling sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from the College Skills Program drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the college's part of the contract agreement. Periodic review of the progress toward the agreed-upon goals

was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed-upon goals the contract was revised so that the students and the master counselor/assessment specialist would always be in agreement about the nature and achievement of the goals. (See Appendix B).

Participants from the English As A Second Language Program with a severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. Development and Implementation of Curriculum for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills Program and the English As A Second Language Program would be necessary if we were to successfully prepare students to enter the college mainstream. Therefore, a series of curriculum projects were completed which were designed to provide more effective instructional services. (See Appendix C). Because of the establishment of the Competency Assessment Pilot Project, the College placement procedures became more precise and more detailed information was available about students entering the College Skills Program. For example, it became apparent that some students had mastered required reading skills necessary to function effectively in the college mainstream, but they needed more intensive emphasis on the development of writing skills. Therefore, a curriculum project was designed to modify the Communication Skills Curriculum with an emphasis on writing skills for Special Services Project clientele. This modification allowed students to enroll in just that portion of the College Skills Program which provided a concentration on the development of writing skills.

Special Services Project faculty identified traditional and multi-media materials which could be used in the Reading Laboratory. The new materials, along with others available in the Laboratory, were also listed in a revised Taxonomy. (See Appendix D).

As a result of evaluation of the mediated mastery instructional system in the College Learning Center for the delivery of Mathematics Skills which had begun in 1980-81 (See "Special Services Project Report - 1980-1981, "pp. 18-19) and had continued in 1981-1982 (See "Special Services Project Report - 1981-1982," pp. 21-22) changes also

occurred in the Mathematics Skills instructional program in 1982-83. These alterations and an evaluation of the processes are described on pages 29-31 of this report.

Other projects designed to integrate and reinforce the instructional and counseling components of the College Skills Program were continued from 1981-1982. (See Appendix C). A second revision of the course syllabus was designed for "Understanding Human Behavior," "Discovering the Community College," and "Math Attitudes."

Transitional courses for students in the College Skills Program were modified during the project year. The sociology course, "Contemporary America: Interdisciplinary Approach," was further refined and expanded.

A project designed to support the instructional and counseling services for project participants in the English As A Second Language Program was also developed in 1982-1983. (See Appendix C). Project personnel assisted in translating the English As A Second Language Student Handbook into French and Spanish so that project students who had not, at the time of entry to Rockland Community College, developed sufficient proficiency in English, could still sufficiently orient themselves to the college. The Handbook contained items such as a list of terms related to higher education which students would need to understand while in college, a map of the college, and a list of college personnel and their specific duties. (See Appendix E).

Cultural activities were also held during the year to help students broaden their instructional experiences and to help them gain first hand knowledge regarding institutions and events about which they were reading and studying. A trip was made by the students in the Learning Center in Haverstraw to a classical guitar concert held in

Haverstraw and all project students attended a production of "Porgy and Bess" at Radio City Music Hall.

A portion of the activities normally associated with the Spring Festival (See "Special Services Project Report - 1981-1982." p. 9) was combined with the fieldtrip to Radio City Music Hall. Students and staff prepared a pre-theater supper featuring an array of ethnic foods which was enjoyed prior to traveling to New York City. A cookbook listing receipes for the special foods at the supper was written by students and staff and distributed at the supper. (See Appendix F).

Project students and staff also participated in an all college event, "In Celebration of Cultures Festival." This festival featured various crafts focusing on different ethnic backgrounds, entertainment and ethnic foods. (See Appendix G).

C. Development and Implementation of Counseling

During the 1982-1983 grant year counseling services were provided for project clientele enrolled in the College Skills Program and the English As A Second Language Program. The kinds of services provided and the format for delivery of those services were determined by assessing the needs of the students and the structural design of each of the programs.

New students in the College Skills Program enrolled in the Fall Semester in group counseling seminars, "Improving Coping Skills," "Occupational Awareness," and "Job Search" led by master counselor/assessment specialists and interns completing graduate degrees in counseling. In the Spring, 1983, two new counseling seminars were designed and piloted, "Relaxation and Stress Reduction," and "Personal/Interpersonal Growth." (See Appendix C). "Relaxation and Stress Reduction" replaced the seminars focusing on occupational issues and planning which seemed to be better addressed later on in the students' academic career when adjustment to college life had been accomplished. The new curriculum focused on helping students to define stress, to identify stressors in their lives and to develop strategies and techniques for handling and reducing stress. The second new curriculum, "Personal and Interpersonal Growth," was designed for students in their second semester of College Skills who had already completed "Improving Coping Skills." (See "Special Services Project Report - 1981-1982", p. 10) Students worked on practicing and building interpersonal communication skills in the context of a large group experience. Emphasis was on group dynamics and each individual's behavior in the group.

The counseling/assessment staff taught the class, "Understanding Human Behavior", a preparatory psychology course for students prior

to their entering the college mainstream. A revised curriculum was utilized focusing on human development from infancy to old age and identifying and examining the major tasks and challenges of each stage (see Appendix C). A new text, Your Self by M. Grace, P. Nicholson and D. Lipsitt, provided appropriate readings relevant to lecture and discussion. Utilizing an experiential approach, students were encouraged to think about and relate course materials to their own life experiences. On a pilot basis the master counselor/assessment specialists taught "Discovering the Community College," an orientation to the higher educational system in general and more specifically the educational system at Rockland Community College.

Each Special Services Project participant met individually with the counseling/assessment staff to identify needs, to plan programs and to discuss broader educational goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/assessment specialists served as consultants to the instructional staff and students as well. They assisted in resolving in-class problems, and other concerns which affected students' educational progress.

Instead of participating in a Career Day which had been held in other years of the project, (see "Special Services Project Report - 1981-1982," Appendix G,p. 66) students received individual counseling and assessment from the staff in vocational assessment. Preliminary plans were made with the Director of the Rockland Community College Life/Career and Educational Center to provide seminars on educational planning and career choice for Special Services Project participants at the stage in the students' academic career when adjustment to college life had been completed.

Counseling services for project clientele in the English As A Second Language Program were provided through group counseling seminars, in-class orientations and personal and referral counseling. Students in the upper-intermediate English As A Second Language Program classes enrolled in the course "Coping Skills for International Students" which addressed the theme, "Life in America." (See "Special Services Project Report-1981-1982",p.11). In a redesigned curriculum, students: (a) focused on areas of life concern including education, health, banking, taxes, housing, etc., (b) identified problems encountered in each area of concern, (c) worked on building skills and acquiring information to assist them in dealing with these problems, and (d) compared and contrasted life in the United States with their experiences in their country of birth.

Counselors also presented orientations to students enrolled in other English As A Second Language Program classes. These orientations were presented in Spanish and French as well as English and focused on an an orientation to the educational system in the United States and specifically to the system at Rockland Community College. Educational and community resources were identified to address student needs as well.

Additional referral counseling to deal with personal and/or academic issues was also provided to project clientele in French and Spanish and/or English.

IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director and Associate Director in August, 1981, and workshops were conducted by the Project Director and Project Consultant (Dr. Janet R. Brown) in the Fall, 1982 and the Spring, 1983 for the professional staff. A major focus of the sessions with the Consultant was the competency assessment pilot project instituted at the college and the implications of this system for the Special Services Project. Project staff serving in the College Skills Program participated in a special session concerning the needs of the learning disabled clientele conducted by Dr. Barbara Kenefick, Director, Quality Assurance, Letchworth Developmental Center, and project staff serving in the English As A Second Language Program participated in a session concerning assessment and curriculum development directed by Dr. Howard H. Kleinmann, Director of Academic Skills and College English As A Second Language, Queens College (CUNY).

Bi-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns received training in weekly training sessions led by the Associate Director. Resource materials for curriculum development in the English As A Second Language Program and the College Skills Program were also provided for the staff.

Project instructional staff attended the following conferences, workshops and seminars: (1) Association for Children With Learning Disabilities Conference, (2) Association for Equality and Excellence in Education Conference and New York State Meetings, (3) Learning Disabled in Higher Education (CUNY), (4) Microcomputers and Basic Skills Confer-

ence, and (5) the Orton Society Annual Conference. Two project instructors presented a paper, "Bedrock or You Can Write About Almost Anything" at the New York College Learning Skills Association (NYCLSA) Conference. The instructors also participated in a NYCLSA presymposium institute on Evaluation and Selection Criteria of Available Computer Courseware.

Project master counselor/assessment specialists also participated in various conferences, workshops and seminars including: (1) American Personnel and Guidance Association Conference, (2) Eastern Group Psychotherapy Conference, (3) National Center for Service Learning Literacy Forum and (4) Psycho-Drama Institute.

Project staff for 1982-1983 include the following persons:

Director	Margaret Martin
Associate Director	Bonnie Chwast
Master Counselors	Terence Hannigan Mary Ann Kezmarsky
Assistant Assessment Specialist/Records Manager	Gail Finlayson
Assistant to the Project Director	Patricia Diamond
Instructors	Lora Kahn Geraldine Rosen
Counselor/Tutors	Nancy Applebee Rachelle Salzberg Susan Smith Linda Wanstall

V. PILOT PROJECT - COMPETENCY ASSESSMENT - WRITING

Rockland Community College instituted a pilot project in competency assessment in the Fall semester, 1982. The pilot project provided for assessment in reading, writing and mathematics. (See pages 6 - 9) After admission to the college some students were required to take the English Placement Examination which consisted of a writing sample and a reading test (Descriptive Tests of Language Skills - DTLS). The writing samples were scored holistically by a team of trained readers. Each writing sample was read by two readers and a composite score was derived for each paper. Composite scores of 2 - 12 were possible. Placement into various English course options required specific scores on both the writing sample and the reading test. The chart below indicates the placements available through the English Placement Examination.

ROCKLAND COMMUNITY COLLEGE
PLACEMENT DETERMINANT

WRITING SAMPLE	DTLS	PLACEMENT
11 or 12	40 - 45	En 101 Honors
11 or 12	25 - 39	En 101
8 - 10	25 - 45	En 101
8 - 11	0 - 24	En 101 + CS 030
6 or 7	25 or better	En 101 EGR + EN 890 or En 101 Int. and En 891
6 or 7	22 - 24	En 101 EGR + CS 030 or En 101 Int.
6 or 7	Below 22	College Skills Program
less than 6	0 - 45	College Skills Program

Students enrolled in the College Skills Program were required to score a minimum of 6 on the writing sample before being admitted to English Composition 101. Therefore, all students in the College Skills Program took the English Placement Examination at the beginning and end of each semester. With the introduction of a formalized plan for writing assessment in the College it was possible to analyze the progress in writing of students enrolled in the College Skills Program and of the subgroup of Special Services Project students in the College Skills Program.

Writing - College Skills Program and Special Services Project

During the 1982-83 academic year, writing samples, scored using holistic scoring, were used to determine students' placement in writing. The students in the College Skills Program had not yet developed writing skills sufficient to meet the criteria which had been established. Writing samples which the students wrote at the end of a semester served as an indication of their progress toward acceptable skills in writing. These writing samples served as the data for pre- and posttest analysis of students' average achievement in writing.

Writing Scores of College Skills and Special Services Students, Spring 1983

	N	Pretest Mean	Posttest Mean	t
College Skills	53	4.12	5.57	6.73
Special Services	22	4.45	5.32	3.03
Total Group	75	4.18	5.45	7.38

The students' gains in both groups were statistically significant at the $>.01$ level, which indicates that these are very unlikely to be chance findings. The results indicate that the students have progressed, on the

average; additional improvement is still needed.

In addition to test performance, faculty recommendations play a role in a student's placement following their semester in the programs designed to provide intensive work in skill development. Depending on students' individual needs and abilities, they may be recommended to study for another semester in College Skills, to go into English Composition 101 EGR or English Composition 101.

Students who were in the College Skills Program or the Special Services Project for the academic year were students who needed extended experience with intensive instruction. These students' progress over the year is described in the table which follows.

Writing Scores of College Skills and Special Services Students, 1982-83

	N	Pretest Mean	Posttest Mean	t
College Skills	17	4.05	5.67	4.55
Special Services	21	3.76	5.38	4.16
Total Group	38	3.86	5.55	4.89

Students' gains in each analysis proved to be statistically significant ($p > .01$). It is clear that these year long students started with less writing skill, and at the end of their second semester had reached a level similar, on the average, to that of the group of students as a whole.

VI. SUMMATIVE EVALUATION

Students' performance in reading, mathematics and language during the 1982-1983 academic year will be described in this section.

Reading - College Skills Program, English As A Second Language Program, Special Services Project.

During the Fall semester, 1982, the Descriptive Tests of Language Skills (DTLS) was used to assess the reading skills of students in the College Skills Program and the intermediate and advanced levels of the English As A Second Language Program. This instrument was administered at the beginning of the semester as a pretest and at the end of the semester as a posttest.

College Skills Program
Pre and Posttest Mean DTLS
Reading Scores, Fall, 1982

	N	Pretest Mean	Posttest Mean	t
Special Services	108	21.56 (SD 7.49)	24.67 (SD 8.24)	5.98
College Skills Ineligible	70	22.86 (SD 8.61)	26.64 (SD 13.23)	2.99
Total College Skills Group	178	22.11 (SD 8.06)	25.49 (SD 10.58)	5.76

In comparison with the results of the Fall semester, 1981-82, when the DTLS was first used as a reading measure, these students' scores are very similar on the pretest and the posttest scores are higher. The differences between the pre and posttest means are statistically significant ($p > .01$) indicating that they are not explainable by chance.

English As A Second Language Program
Pre and Posttest Mean DTLS
Reading Scores, Fall 1982

	N	Pretest Mean	Posttest Mean	t
Special Services Group	20	12.35 (SD 5.89)	17.05 (SD 7.17)	3.88
Total English As A Second Language Group	76	11.86 (SD 5.45)	18.83 (SD 7.07)	10.33

The pre to posttest differences are statistically significant. These average scores, at both pre and posttest points, are higher than the scores achieved by English As A Second Language students in the Fall semester, 1981. One factor which could account for these 1981 to 1982 differences is the fact that students took the DTLS in 1982 with extra time provided. The decision to permit greater time flexibility for these students was based on the observation that students were limited in their opportunity to demonstrate their reading skills when speed was part of the testing situation. Without this constraint, students' reading scores seemed more accurately to reflect the abilities observed by the faculty.

During the Spring semester, 1983, the Descriptive Tests of Language Skills (DTLS) was also used to assess the reading skills of students in the College Skills and Special Services Programs. This instrument was administered as a pre and posttest, at the beginning and end of the semester.

DTLS Raw Scores for College Skills and Special Services Students, Spring, 1983

	N	Pretest Mean	Posttest Mean	t
Special Services	30	16.41 (SD 5.05)	19.72 (SD 5.35)	3.78
College Skills	58	18.00 (SD 6.41)	20.64 (SD 7.51)	3.30
Total Group	88	17.69 (SD 6.11)	20.27 (SD 6.83)	4.08

The differences between the pre- and posttests were statistically significant ($p > .01$) which indicates that the differences are not explainable as a function of chance. Overall, these scores were lower than the scores of the student groups during the Fall semester. This difference between Fall and Spring groups of students has been noted before.

Students who were enrolled in both the Fall and Spring semesters for whom pre and posttest scores for the year were available showed gains over the year in their DTLS scores.

DTLS Raw Scores for College Skills and Special Services Students enrolled both Fall and Spring, 1982-1983

	N	Pretest Mean	Posttest Mean	t
Special Services	21	15.33 (SD 4.12)	19.57 (SD 4.74)	3.63
College Skills	17	17.45 (SD 5.36)	17.80 (SD 6.02)	.34
Total Group	38	16.47 (SD 4.79)	19.29 (SD 4.92)	3.50

Students in the Special Services Project made statistically significant gains ($p > .01$) in their DTLS scores on the average, while those in the College Skills Program did not. It should be noted that some members of that program did make substantial gains, but since others did not, the averages do not show overall gain.

Reading - College Skills Program, Special Services Project

During the Fall semester, 1982, the Nelson Denny Reading Test, Form E, was used as a pre-posttest measure of students' reading skills.

Nelson Denny Raw Scores for College Skills and Special Services Students - Fall Semester, 1982

	N	Pretest Mean	Posttest Mean	t
Special Services	86	51.38 (SD 21.05) *(GE 7.8)	63.52 (SD 22.23) *(GE 9.9)	8.61
College Skills Ineligible	57	55.51 (SD 19.95) *(GE 8.6)	66.56 (SD 22.46) *(GE 10.3)	5.67
Total College Skills Group	143	52.94 (SD 20.52) *(GE 8.0)	64.46 (SD 22.15) *(GE 9.9)	10.37

*Grade Equivalent

Each of the t's is significant at $p > .01$ indicating that the differences cannot be explained by chance.

These scores on Form E are typical at both the pre and posttest levels of the scores achieved on Form A last year by students in the College Skills Program in grade equivalent terms. For example, 105 Special Services students' mean scores on the pre and posttest in the Fall were GE 7.7 and 10.2. 70 Special Services students' mean scores on pre and posttest in the Spring, 1982, were GE 8.3 and 10.4.

The gains reported are similar to those that former Special Services Project students have achieved. It should be noted that the referent groups on which Form A and Form E were standardized were different. This fact should be considered in interpreting these comparisons.

The Nelson Denny Reading Test, Form E, was used to assess students' reading skills at the beginning and end of the Spring semester.

Nelson Denny Raw Scores for College Skills and Special Services Students during Spring Semester, 1983

	N	Pretest Mean	Posttest Mean	t
Special Services	28	46.86 (SD 17.67) *(GE 7.2)	53.07 (SD 15.27 *(GE 8.0)	2.62
College Skills	64	46.75 (SD 19.19) *(GE 7.2)	51.45 (SD 18.09) *(GE 7.8)	2.88
Total Group	92	46.78 (SD 18.65) *(GE 7.2)	51.73 (SD 17.22) *(GE 7.9)	3.70

*Grade Equivalent

In each case, the differences between the pre and posttest are statistically significant at the $>.01$ level so it is highly unlikely that these are chance findings.

When these results are compared with those of earlier groups of students in the program, these students' pretest scores are found to be slightly lower and gains less than those students in 1981-82 and in the Fall semester, 1982.

When the scores of students who had been in the program for the full academic year are examined, additional gains are evident.

Nelson Denny Reading Test Raw Scores
for College Skills and Special Services
Students enrolled both Fall and Spring,
1982-1983

	N	Pretest Mean	Posttest Mean	t
Special Services	26	36.73 (SD 13.86) *(GE 5.2)	52.19 (SD 15.50) *(GE 7.9)	6.09
College Skills	18	42.17 (SD 12.03) *(GE 6.2)	56.17 (SD 13.38) *(GE 8.4)	4.77
Total Group	44	38.95 (SD 13.27) *(GE 5.6)	53.82 (SD 14.64) *(GE 8.2)	7.87

*Grade Equivalent

In relation to the scores of earlier groups of students, this groups' gains have been typical. The gains are significant statistically, at the $>.01$ level, so they are not likely to be chance findings. The students who were in the program for the full year had markedly lower average scores at the pretest than did the fall cohort of students. Their gains through the year helped them to be on a level more comparable with the other students in the program and increased the probability of their being able to cope with the challenges of college coursework.

English - English As A Second Language Program - Special Services Project

Students in the English As A Second Language who are part of the Special Services Project were tested at the beginning and end of the Fall semester, 1982, on the English Language Institute test. Their mean pretest score was 19.35 (S.D. 12.73) and their mean postest score was 29.07 (S.D. 11.07), ($t = 10.86$, $p > .01$) based on 110 cases.

The pretest mean for this group of students was less than scores have tended to be over the academic years, 1977 to 1980, and markedly less than the Fall, 1982, averages. The posttest mean is very similar to those in the three years, 1977 to 1980, and less than that in the Fall semester, 1981.

During the Spring semester, the English Language Institute Test was used pre- and post-semester, as an indicator of students' gains in language skills. There were pre- and posttest scores for 30 students. While many more students were served in the program, the formal analysis could be made on only those cases for whom both test scores were available.

The mean raw score on the pretest was 24.76, while on the post-test it was 24.80. This indicates no difference between the achievement scores at these two times. This pretest is not markedly different from the score levels for groups of students over the recent years of the program. What is different is the lack of demonstrable gain in the test scores over the semester of study.

Mathematics - College Skills Program and Special Services Project

Students in need of basic skills in mathematics participated in a laboratory based course in which they worked on math areas according to their individual needs. Students' grades are based upon the degree to which they complete the objectives of the course and master the component skills. Course grades, therefore, give a clear indication of the students' gains in math skills. In order to achieve a P (Pass) grade, a student must complete modules and pass tests at 100% mastery on all the skill areas on which they didn't demonstrate competence on the Mathematics Placement Examination. If they have made substantial progress and are close to satisfactory completion of the objectives, they may be assigned an IP (In Progress). If their progress is not satisfactory and the student has not demonstrated sustained effort to complete the course objectives, he/she may be assigned U (Unsatisfactory).

During the Fall semester, 1982, there was evidence of improvement in students' achievement in the College's Media Learning Center's Mediated Mastery Instructional System. The changes in the System's procedures begun in Spring, 1982 (reported in the "Special Services Project Report - 1981-1982") were more fully implemented during the Fall semester. Students were scheduled in the Learning Center, "belonged" to an instructor and had systematic contact with that instructor. This pattern seemed to encourage students' attendance and task-oriented behavior, which may be related to the observed improvement.

Final Grade	N	Percent
P	127	56
IP	40	18
U	43	19
W	7	3
NA	8	4

With the grades of those students who completed the course, excluding those who withdrew or stopped attending, an even more favorable picture is evident.

Final Grade	N	Percent
P	127	60
IP	40	19
U	43	21

The success rates of the students in the Special Services and College Skills programs are reported in the table below. They are less than those reported for the total group of students in the System enrolled in Mathematics Skills (MCS 065).

Final Grade	Special Services N	Special Services %	Ineligible N	Ineligible %	Total Group N	Total Group %
P	14	54	9	25	23	37
IP	6	23	10	28	16	26
U	3	12	7	19	10	16
W	2	8	7	19	9	15
NA	1	3	3	8	4	3

When the success rates of those students who continued in the System, excluding those who withdrew or stopped attending, are examined a more favorable picture is apparent.

Final Grade	Special Services N	Special Services %	Ineligible N	Ineligible %	Total Group N	Total Group %
P	14	61	9	35	23	47
IP	6	26	10	38	16	33
U	3	13	7	27	10	20

During the Spring semester, 1983, there were 11 sections of the class which met regularly for scheduled times in the Media Learning Center. An examination of final grade rosters revealed the following results for the semester:

Number and Percentage of Students Receiving Grades in Mathematics 065, Spring, 1983

Grade	Number of Students	Percent of Students
P	55	42
IP	35	27
U	26	20
Other (Withdrew, etc.)	16	11

Among the 8 College Skills students who were in Math 065, 4 (50%) achieved a Pass, 1 an IN Progress, 2 an Unsatisfactory grade, and 1 withdrew. One student from the English As A Second Language Program enrolled in the course and earned a Pass grade.

In comparison with the results from the first semester, a larger percent of the students earned IP's. This suggests that the program's strenuous efforts to maintain students' interest and involvement with their mathematics study may be having some impact on students' behavior with respect to attending sessions and completing module components.

APPENDICES

Special Services Project Report
Rockland Community College
1982 - 1983

APPENDIX A - CASE STUDIES

SELECTION OF CASE STUDIES:

Students were selected for interviews through a process of reviewing the Special Services Project files in order to determine whether the student -

1) was a Special Services Project participant during the academic year, 1982-83

2) received instruction on main campus or at a local learning center, and

3) either successfully completed or dropped out of the program.

Although no attempt was made to achieve a random sample, we feel the case studies are representative of students who are currently enrolled in the program and who the Special Services Project has traditionally served on the main campus and in its local learning centers. The sample was purposeful in that we chose two students from the main campus, one student from the English As A Second Language program in Haverstraw and one student from the English As A Second Language Program in Spring Valley.

THE INTERVIEW PROCESS:

Interviews were conducted in an informal, open-ended manner. Students were asked general and specific questions about their backgrounds, family structure, reasons for attending Rockland Community College, expectations of college education career goals, sources of emotional and financial support, and satisfactions and/or dissatisfactions with their college experience. (See attached interview schedule). Students were encouraged to talk freely while Elaine Padilla or Terry Hannigan took notes on their responses and comments. In the interviews conducted by Terry Hannigan, a tape recorder was used since the interviewer felt more comfortable with this method.

Informal, Open-Ended Interview Schedule

I. General Information

- A. age
- B. sex
- C. country of origin; ethnic background
- D. marital status
- E. educational background
- F. health status
- G. family structure; living arrangements

II. Reasons for Attending Rockland Community College

III. Expectations of a college education

IV. Career Goals

- A. clarity
- B. reality

V. Sources of Support

- A. financial
- B. emotional
- C. institutional
- D. barriers to attending college

VI. Satisfactions/Dissatisfactions with college (RCC) experience

VII. Feelings about being part of a Special Services Project

GENERAL COMMENTS:

Previous case study appendices have indicated "recurring themes" among students in the Special Services Project and have included such facts as:

1) Most students initially experienced frustration and anger at being placed in the College Skills Program where they would receive no academic credit for their work.

   This was true in one of the case studies from main campus. The other subjects knew that they "needed help" in Communication Skills when they applied to Rockland Community College and were pleased at being able to get basic skills instruction.

2) Students were impressed with how the College Skills staff was concerned about their academic performance and worked hard to help the students meet their objectives.

   This has again been noted by English As A Second Language students at our local learning centers as well as students receiving instruction on Main Campus.

3) Despite serious financial and, in some instances, social problems, students in the Special Services Project appeared to be highly motivated and eager to move into mainstream courses.

   This was true for the 1982-83 sample, as well, with the exception of students at the Haverstraw Center who indicated that their primary goal was to learn English.

4. None of the students interviewed was aware of the fact that he/she was part of the Special Services Project. This is not surprising since it has been the policy of the College Skills and English As A Second Language Programs not to separate out Special Services Project students for differential academic and/or counseling treatment.

The most interesting outcome of this process was a verification of differences among students at our local learning centers. Because interviews for the 1982-83 report were conducted in the same time period as interviews for the 1981-82 Special Services Project report, they served to verify even more substantially impressions shared by instructors and counselors in the Program. They are therefore, repeated here. Special

Services Project students on Main Campus appeared to be distinctly different from those in Haverstraw who were, themselves, different from the group in Spring Valley.

An obvious difference among respondents in this study was reflected by the purposeful selection of our sample. Students on Main Campus were part of the Special Services Project but were English-fluent and placed in the College Skills Program whereas Project students in Haverstraw and Spring Valley were non-English-dominant and were enrolled in the English As A Second Language Program. Interesting differences between the two English As A Second Language groups emerged as follows:

1) Educational Goals:

Students on Main Campus and in Spring Valley indicated that they were anxious to get out of their respective remedial programs and move into mainstream courses. Some indicated that they would like to get high school equivalency diplomas. Haverstraw students, however, defined their education almost exclusively in terms of wanting to learn English. In general, when entering the college, they appeared to be ignorant of the fact that a high school equivalency diploma could be awarded after accumulating 24 college credits or by taking a test. Although the topic is covered in the course, "Life in America", a very small percentage of students actually take the G.E.D. test.

The students in Spring Valley have clear plans about pursuing degrees or certificates in Nursing, Electrical Technology, Automotive Technology and Business. Few students in Haverstraw, however, see themselves becoming mainstream students or completing certificate/degree programs. They have limited ideas about appropriate career options or programs offered at Rockland Community College.

2) General Attitude Regarding Placement in a Remedial/ Developmental Program:

Although the current sample did not express resentment at being placed in a remedial program, this has been noted by previous respondents. In Haverstraw, frustration and anger at being placed in an English As A Second Language Program does not appear to be the trend. This fits with the students' rationale for attending the center -- to learn English.

It should be noted, however, that there is a feeling among Spring Valley students (primarily Haitian) that Rockland Community College tries to make more money by keeping them in English As A Second Language courses longer than they need to be.

3) The requirement of stating that one is pursuing a degree in order to be awarded financial aid:

Students on Main Campus are well aware of the link between indicating intent to pursue an academic degree and receiving financial aid. Students in Haverstraw and Spring Valley were generally ignorant of this fact, although they learned quickly.

4) Perceptions of "The Main Campus":

Students in Spring Valley view their attendance at that Center as a "stepping stone" to transferring to the Main Campus and are anxious to do so as quickly as possible. Haverstraw students, on the other hand, tend to view Main Campus as a "vast, uncharted area" and they are afraid of being "isolated" there. The interviewers feel that, in part, these perceptions are shaped by the differences in accessibility to the Main Campus experienced by both student groups. Haverstraw residents find it difficult to get to the Main Campus due to lack of bus routes and the fact that very few students have cars. It is

much easier to get from Spring Valley to the Main Campus via public transportation and, even if this were not the case, most of the students have their own cars or can carpool easily.

5) Educational Preparation:

In general English As A Second Language students in Spring Valley have had more years of schooling and appear to have stronger academic preparation than their counterparts in Haverstraw.

The case studies that follow are representative of the population served by the Special Services Project on the Main Campus of Rockland Community College and two of its local learning centers, Haverstraw and Spring Valley.

Case # 1 is a 36 year old woman who would like to identify herself as a Ramapo Mountain Indian but feels that group has "disgraced" itself and so she says her lineage is "Indian, French and Dutch." Wilma has been married for 18 years, although she has been separated from her husband for the past nine years. He is currently married to someone else but Wilma does not want to press the issue of bigamy and/or support because "he is suicidal and when he finally succeeds in killing himself (Wilma) will get the social security because (she) is still his legal wife." Wilma says she is in good physical health but questionable emotional health. "Whenever I see my baby's father (a different man from her husband), I feel like I'm going downhill, but I must continue to see him because he is my child's father." Wilma is currently seeing a psychiatrist once a week and takes 25mg. of thorazine twice a day to keep her functioning.

Wilma lives in Suffern with her five children, ages 17, 15, 13, 10, 5. The 17 year old is pregnant but not married. Wilma claims that the father of this child is a no-good bum who dates a lot of women at the same time. She is not particularly upset about "having a grandchild on the way" and feels she will be able to help her daughter take care of the baby when it arrives.

Wilma reports a history of academic and employment failure. She finally dropped out of Suffern High School and the BOCES program, at the age of 17, after only completing ninth grade work because she was left back several times. Wilma was enrolled in the LPN program at BOCES but kept failing the work because she was "slow in reading and writing." She got a series of factory jobs but was never able to stay long because of altercations with various supervisors: American Tack Company (18 months), Avon (6 months), Metropolitan Vacuum Cleaner (9 months). When Wilma left her last job she was pregnant, so she decided to stay at home to take care of her baby and her semi-invalid mother who was crippled with arthritis.

As the years passed, Wilma decided that she wanted to continue to learn about Nursing. She and her friend, Maria, spent a lot of time planning to come to the college and, finally, one day she came here. When asked why she selected Rockland Communtiy College, Wilma indicated that "it was the only college (she) ever hear of and it was close to home." Wilma went directly to the Financial Aid office and arranged to have her high school records transferred. She took the English Placement Exam, for entrance in September, 1982, and was assigned to the College Skills Program.

Wilma wants to go to college because she feels that a college education will give her "better opportunities in life." She is planning to get a degree in Nursing--"slowly but I will get it!" In discussing the course requirements of a Nursing degree, Wilma indicated that she knew they were difficult; "that's why (I) haven't filled out an application yet. I want to do the science courses first at a slower pace." Wilma will apply to the Nursing Department in September 1984, and is confident that she will be accepted. She adds, however, "if I don't make it in Nursing, I want to be an auto mechanic."

Wilma received financial support from the Department of Social Services and our Financial Aid Office. She does not work and does not receive money from any of her children's fathers. Her emotional support comes largely from her sister and her children. Wilma's friend Maria is very helpful too, as is Wilma's father, although she speaks to him only rarely. Wilma found that her science teachers have also been helpful and understanding.

Wilma identifies the largest barrier to her attending school as the fact that her children need constant attention. Obviously, the five year old requires a great deal of supervision and Wilma notes that the older ones do too. One night while she was in school, some of the older children were involved in an automobile accident. That has made her afraid to be away at night. Finances are tough for Wilma and make it hard for her to do what she would really like to do. Although transportation is not a problem, (she has her own car)"there's never enough money for gas."

Despite these difficulties, however, Wilma is determined to get her college education and doesn't plan "to let anything get in the way... this is for ME. People say I'm too old to bother with school and I'm missing things. But what am I missing? Factory work? My answer to them is 'You're a factory worker so that's all you know!'"

When asked how she felt about being placed in the College Skills Program, Wilma said, "It didn't faze me; I knew I needed help and I'm glad it was here." Although she "felt good" about being in the Skills Program, Wilma felt that some of the courses were not suitable for her. "For example, I didn't like Occupational Awareness. It was dumb because I didn't need to know how to fill out applications since I already had jobs. What I really needed was resume writing." Wilma liked the counseling classes..."I didn't learn more about myself but I learned that there were others like me. It was comforting. I thought I was the only nut."

Wilma liked the reading and writing classes too but felt she wasn't grasping all of the content. She had a great deal of difficulty with paragraphing, for example, but got a great deal of help from her instructors and the paraprofessionals in the program.

When she was graduated from College Skills, Wilma's reading and writing skills were sufficiently honed to place her into EN 101 (rather than EN 101 EGR). She indicated that many of her first drafts there got grades of D but her revisions have all earned B grades. She is certain that she will pass the course with a high grade. Wilma does not read textbooks "that much." She listens to tapes of class lectures because she is still not confident of her reading skills...."In my reading I skip too much."

Wilma states unequivocably that "the College Skills Program was helpful in every way. It brought Math back to me, grammar, talking, acting, everything! I think I will be a success in college only because of the College Skills Program. I could never have made it without the College Skills Program."

When asked specifically about her satisfaction/dissatisfaction with the courses and counseling, she replied, "It was great, I needed it all!"

Wilma had no knowledge of being part of the Special Services Project.

Case # 2 is a 24 year old single man who was born in the United States and who came to Rockland Community College with a history of personal and academic failure. Timothy attended North Rockland High School but did not graduate. Because he never attended English and Economics classes, he had to repeat them in Summer School but chose "not to bother." He decided to come to Rockland Community College instead because he heard that "after you get 24 credits they just drop a (high school) diploma in your lap."

Timothy says that his health is good but not excellent. He is an alcoholic and has to watch himself carefully. He shares an apartment with a woman and her son and is quick to point out that she is only his roommate and not his girlfriend. Both he and his roommate are members of Alcoholics Anonymous and attend meetings together at least four nights per week. Timothy admits that he is "close" to his mother. She also works at Rockland Community College and they see each other often. Timothy has not seen his father for a long time because his parents were divorced when he was very young. He has two brothers and two sisters but does not communicate with any of them.

Timothy originally chose Rockland Community College because it was close to home and he thought he might get steady work there while he was attending school. He lived in Nyack at the time and was painting houses but "couldn't do that five days a week." He felt that college was important because he wanted "to get a job and earn at least $40,00 per year---hopefully in accounting."

Timothy started his career at Rockland Community College in the College Skills Program in the Spring Valley local learning center. He was transferred to Main Campus when it was determined that he could benefit from a higher level of Communication Skills instruction than his placement exam indicated. When he completed the College Skills Program, Timothy enrolled in accounting courses. He found that he did not like accounting for two reasons: it reminded him of high school and he had to carry too many books..... I just don't want to carry books; I don't like to carry books." He dropped accounting and started working full time at the college. He also tried to take some evening and Saturday classes but felt that he was spending "too many hours on campus and not even being paid for it."

Timothy took a Typing course and dropped it. He took a Physical Science course but missed one class and "lost out on so much information that (he) stopped going." Timothy did well in EN 101 EGR and earned a B+even though (he) sold the book about a month and one-half before the semester ended." He felt that the English teacher was not organized because she would not give an "A" to a student since "no student is perfect." Timothy got frustrated because the English teacher would write "excellent" on his paper and then give him a grade of B. Timothy failed Math Skills because the teacher gave the class a break in the middle of the period and Timothy never returned to class after the break.

Timothy feels that he no longer needs to have a college education to succeed. He is happy with his job on campus and likes to work on audio/visual machines. He can earn $15-20,000 per year and can get on-the-job training because the "present guy will show (him) the ropes" and (he) can get ahead. "I don't need school anymore and I don't want it!"

Timothy is no longer a student at Rockland Community College and works full time in the Audio-Visual Department.

While he was a student, Timothy was getting financial aid and working on campus. He now gets a salary which he is able to supplement by "working odd jobs in the field house and the new building." He gets all of his emotional support from Alcoholics Anonymous and his supervisors at the college.

When asked about his satisfaction and/or dissatisfaction with the College Skills Program, Timothy noted that he felt it was a waste of time and did not feel that he needed help with reading and writing. He felt that he wrote the same way in EN 101 EGR as he did in College Skills, although he did admit that in College Skills he learned how to construct a thesis statement and write a three-paragraph essay, "which (he admits) might have helped in En 101."

Timothy felt that in the College Skills Program he was treated like he was in elementary school. For some of the courses, "I went on the first day, found out what I had to do and handed it in on the last day of class." While he was in the Program, many instructors noted his lack of motivation and excessive absences. However, he did reach the competency level required to enter En 101 EGR and was, therefore, graduated from the College Skills Program. While he was a student, Timothy had no knowledge of being part of the Special Services Project.

Case # 3 is a 37 year old Puerto Rican woman who has been living in the U.S. since 1962. She is divorced and has two teenage children. Elena completed eight years of school in Puerto Rico and then migrated to Haverstraw where she worked in a factory. She has no major health problems and lives with her two children in Garnerville. She no longer has family in Puerto Rico and plans on residing in the U.S.A. permanently. Her mother, sister and brother also live in the U.S.A.

Her primary motivation for attending Rockland Community College is to prepare for a career in office work or Data Processing. She was a Haverstraw student in the 1982-83 academic year. Elena said she enjoys working with people. She is unique among the Hispanic English As A Second Language student population because she is one of the few Haverstraw students who has had previous studies at the college level. She attended the University of Montemorelos, Mexico for three years to study Accounting and Secretarial Studies. Because she only had a high school equivalency diploma, she could not be granted a college degree at that Mexican University. She stated that the program in Mexico was more demanding than the English As A Second Language program at Rockland Community College. She also stated that Professor Waynes' English Composition course was quite demanding.

Elena cited financial limitations as being her major difficulty in attending college. This student works as a bus driver as well as an office worker but it is still difficult for her to support her family and attend school. Although she would like to attend full time this is not possible for her.

Elena is dealing with career decisions at this point in her life. She feels that a career in office work or computers would be the most practical in taking care of her family but she also has a career goal of working as a truck driver. At present she is dealing with the needs of her family. She imagines that in two years she will be working in an office. Within five years she hopes to have completed her college degree and to be working in the Accounting Department of a large corporation. Elena hopes to have a job which will have variety. She also sees work with computers as a possibility for her. However, she did not mention a specific job title. As the interview continued, it became clear that the truck driving career was not a top priority at present. However, she hoped to do this when her children were older. Elena talked about Certified Public Accountants as having the variety in work which she values but she didn't consider this as a possibility for herself. She was confident that she would be able to find work after graduation, particularly if she had computer training.

She supports herself and two children with her two jobs and she received some financial aid in previous semesters.

At first, Elena said she hasn't gotten emotional support from anyone. She went to Rockland Community College because she always loved school. Her children are positive about her studies and in the house there is a business-like approach to education. "If Mother can do it, the children have no excuse for poor school work." Elena's mother is silent about her daughter's education but probably proud. Her brother is very supportive. At Rockland Community College Elena mentioned Carol

Blanco, an English As A Second Language instructor, as a key person in encouraging her academically and vocationally. She also felt she was supported by the Special Services Project - English As A Second Language Counselor. The major barrier to her education has been financial and she seems to have overcome this.

Elena had several interesting comments about the English As A Second Language program. She felt that many students were not interested in improving themselves but collecting money from financial aid. She felt teachers should demand more from students, for instance in the area of attendance. She also felt that the change from the top level of English As A Second Language to English Composition 101 was considerable and she recommended another course between these levels to help students adjust to the demands of English classes.

Elena felt that more training, more drills, and more coursework are needed before a student should enter the mainstream English Composition course. Elena also felt that more time for counseling was needed so that students would know early in their studies what was available and required in coursework.

Elena, as all of the English As A Second Language students, was not aware that the Special Services Project existed.

Case # 4 is a 28 year old male student from Tamboril, Dominican Republic who attended Rockland Community College during the 1982-83 academic year. Roberto has spent three semesters at the Haverstraw Local Learning Center and is presently attending daytime English As A Second Language classes on main campus. He was married for one year but he is separated and living alone in downtown Haverstraw.

Roberto completed 10 years of education in the Dominican Republic. He did administrative work for the Secretary of Agriculture in the Dominican Republic and arrived in the U.S.A. on July 5, 1981. Since then he has returned for a four month stay in his native country. While in the U.S.A. he has lived in Brooklyn and Haverstraw. He has one brother and one sister who live in Haverstraw and another brother resides in Brooklyn. His father lives in the Dominican Republic. Roberto is not sure about returning to the Dominican Republic to live. He feels at present that he has more future here for work and education. He chose Rockland Community College in which to continue his studies because it was the first school in the U.S.A. he knew of and because of its convenient location and low tuition.

His motivation for becoming a student was to improve his English and to begin technical training. He admitted that he needs to investigate further the types of programs at Rockland Community College but he voiced interest in Electronics, perhaps T.V. repair or some type of work with computers.

When asked about the difficulty of courses at Rockland Community College, Roberto said that his English As A Second Language course was quite difficult, but he felt that his Speech course was interesting but not so hard as to be discouraging for him.

The major obstacle to attaining his educational goals is the demands of his job. He works as a fork lift operator and this usually involves from forty to fifty-four hours per week. This leaves him little time to prepare for classes and he had to seek out counseling to deal with this problem. Another obstacle is also work-related. Roberto's tuition is paid for, in part, by the company for which he works. However, he must maintain grades of C or better to get 80% reimbursement of tuition. Because of the difficulty in passing his English course he is under psychological as well as financial pressure. If the company does not pay for some of the tuition it will be problematic for him.

In regard to his goals, he hopes to be married in two years and studying at Rockland Community College,perhaps in the Electrical Technology program. He imagines he might be working for the same company or perhaps a different one. Five years from now he hopes to have his Associate Degree and be working in a better job. He didn't have a clear idea about the best type of work for himself but he is looking for something in the area of T.V. or computer repair. He feels that there are good possibilities for work in these fields. The idea of self-employment is very appealing to him. Roberto enjoys and has done well in the areas of Science and Mathematics. This has given him confidence to pursue a technical program.

In terms of economics, Roberto is presently self-supporting but, during previous semesters he had received financial aid. As far as emotional support is concerned, Roberto is in regular contact with another Dominican, male student who has completed his English As A Second Language studies. This friend serves as a confidant and model for him. Roberto has a number of classmates whom he considers to be supportive. For institutional support, he cited the Special Services Project counselor for English As A Second Language students whom he met while studying at the Haverstraw Local Learning Center. Roberto keeps in contact with this counselor since his move to main campus.

Roberto is of the opinion that the instruction in the English As A Second Language program is of high quality. He felt that there was not enough time for students to talk about their problems with faculty members and others at Rockland Community College.

Roberto has never heard any reference to the Special Services Project before this interview.

Appendix B

_____
Semester

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and _____ _____
Name Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.

2. _____ wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. _____ would like to take advantage of whatever financial aid is available to him/her.

_____
Date

53

BC:pbd
8/26/81

BEST COPY AVAILABLE

Now therefore it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session.

2. FIELD TRIPS: The student will attend all field trips unless previously arranged with counselor.

3. JOBS: Rockland Community College may provide a job on campus starting at $3.45 per hour for up to 16 hours a week while class is in session.

   If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.

4. FINANCIAL AID: Rockland Community College administers various types of financial assistance. Students may contact the Financial Aid Office to determine eligibility for these grants.

5. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.

6. ACADEMIC CONTENT AREAS: The student and instructor will identify objectives and write contracts for each course in the College Skills Program and for each Life Skills Seminar. These contracts must be completed satisfactorily.

_____
(For Rockland Community College)

_____
(Student Signature)

Appendix C

SPECIAL SERVICES PROJECT - CURRICULUM PROJECTS

Project to Analyze Needs and Expectations of Special Services Project Clientele and to Develop Content in the Social Sciences to Meet the Needs.

Project to Design the Curriculum in Occupational Awareness for Special Services Project Clientele.

Project to Develop, Modify and Conduct Needs Assessment Processes for Special Services Project Students in the College Skills Program.

Project to Enrich and Extend the Curriculum for Life in America for Special Services Project Clientele.

Project to Modify the Communication Skills Curriculum With Emphasis on the Development of Writing Skills for Special Services Project Clientele.

Project to Revise the Curriculum in Discovering the Community College and Understanding Human Behavior for Special Services Project Clientele.

Project to Revise the Curriculum in Math Attitudes and to Develop the Curriculum in Group Dynamics for Special Services Project Clientele.

Project to Revise the Curriculum in Stress and Relaxation and to Develop the Curriculum in Group Dynamics for Special Services Project Clientele.

Project to Translate the English As A Second Language Handbook into French, Spanish and Vietnamese for Special Services Project Participants.

Project to Update Materials in Communication Skills Reading Laboratory for Special Services Project Clientele.

Project to Update Taxonomy of Reading, Writing and Study Skills Materials for Special Services Project Clientele.

Appendix D

I. ADDENDUM TO TAXONOMY OF REINFORCEMENT MATERIALS

II. CURRENT INVENTORIES OF NYACK AND SPRING VALLEY CAMPUS

Gerry Rosen

January, 1983

Addendum to Taxonomy Materials

I. Essay Skills

012 and 013

The Writer's Studio - Rizzo (Entire set available for use)

Unit 2 A - Keeping a Journal-Diary-Free Writing
pgs. 21-22

Unit 5 - The Paragraph - pgs 55-57

Unit 6 - The Paragraph - Description of a Place, of a Person, of an Object, of a Reaction - pgs 71-72

Unit 7 - Uses of the Present Tense - in Description, in Narration, in Exposition - pgs 83-84

Unit 8 - The Narrative Paragraph - Extracting the Meaning and Expanding It into the Essay - pg 91

Unit 9 - Expanding The Paragraph Into An Essay
pgs. 101-103, 113-115

Unit 11 - Developing the Essay - pgs. 125-127

Unit 12 - Filling In The Thesis Paragraph - pgs 137-138

Unit 13 - The Full Writing Process - Writing, Proof reading, Rewriting the Essay - pgs. 147-149, 159, 171-172, 181-182, 191

Unit 18 - Time Transitions in Narrative, Special Transitions in Description, Logical Transitions in Expository Writing - pgs. 201-202, 213-214

Unit 21 - Comparison and Contrast
pgs. 239-240, 251-252

Unit 24 - Classification - pgs 277-278

Unit 25 - Definition - pgs. 289-290

Unit 26 - Cause and Effect - pgs. 299-300

Unit 27 - Persuasion - pgs. 311-312

Unit 30 - The Book Report - pgs. 345-346

Essay Skills -

014

Writing Logically - Berbrich (Entire Set Available)

Unit I - Chronological, Spatial, Categorical Techniques to Organizing Ideas - pgs. 6 - 28

Unit VI - Writing Explanations That Will Describe and Clarify - pgs 194-204

Unit VII - Writing About Values - pgs. 220-224

Unit VIII - Brainstorming - pgs 266-272

Four major reasoning techniques -

1. second sight - pgs 273-274
2. cause & effect - pgs. 274-275
3. indication - pgs. 276-277
4. deduction - pgs. 277-283

Unit IX - Improving Sentences

1. Parallelism - pg. 318
2. Transitions - pg. 319
3. Graphic Images - pg. 320
4 Rhetorical Question - pg. 321

Unit XI - Diverse Ways of Developing The Essay pgs. 392-397

II. Reading Skills

012

Essential Skills Series (Jamestown) (Entire sets available on each level for group work)
This series concentrates on the discrete skills of main idea, supporting details, clarifying devices, vocabulary in context and conclusion.

Levels ESS 1 - 8

Standard Test Lessons In Reading - McCall Crabbs
(Entire sets available on various levels)

Levels A and B

Comprehensive Skills Series (Jamestown) -
Similar to Essential Skills Series - entire sets available for group work.

66 Passages To Learn To Read Better - Sach Yourman -
Entire set available
Accompanying teacher's manual contains answers and readability level for each selection.

Level - grade 6 and below.

Reading Drills - Fry (Advanced Level)Entire set available

Exercises of the following nature: factual and subjective questions, cloze passages, vocabulary in context.

Readability level for each set as follows:

A - The first passage for each set -
Reading Level - 8 - 9
B - The second passage for each set -
Reading Level - 10
C - The third and easiest passages in each set -
Reading Level - 7

EDL Skill Development Series - Contains three parts - The Controlled Reader, The Controlled Reading Study Guide, Filmstrip. Sufficient number of booklets for small group work (6)

Level D - grade 4.5
Level F - grade 6.5
Level G - grade 7.6

Reading Skills

013

EDL Skill Development Series - Level I - 9.5

College Reading Program - Book I (SRA

Tactics In Reading II

Standard Test Lessons In Reading (McCall Crabbs)
Books C and D

Essential Skills Series - ESS 9-13

88 Passages - Entire set available - see Teachers Manual for answers.

Reading Drills - Fry - All Level A exercises

Reading Skills

014

EDL Skill Development Series - Level J (10.5)

Reading Drills - Fry - All Level B exercises

Standard Test Lessons In Reading -
Books E and F

College Reading Program - Book II

100 Passages - See Teacher's Manual for answers

Developing Reading Versatility - Adams

Improving Reading Ability - Stroud, Ammons, Bammon

Essential Skills Series - ESS 14-20

III. Words - Vocabulary (context, structural analysis, dictionary) sepling)

012 - Dictionary Drills - Fry

Vocabulary - World of Vocabulary - Books II and III

Vocabulary Workshop - Books A, A

013 - Vocabulary - Vocabulary Resources For The College Student - Levine and Levine

Connections & Contexts - Hymanson

Vocabulary Workshop - Book C

014 - Vocabulary - Connections and Contexts

Vocabulary Workshop - Book D

INVENTORIES - NYACK CAMPUS

20	Dictionary Drills - Fry

6	World of Vocabulary, Bk-1 - 1 Teaching Guide
6	" " Bk-2 - 1 Teaching Guide
24	" " Bk-3 - 1 Teaching Guide
26	" " Bk-4 - 1 Teaching Guide

30	Reading Drills - Fry

20	Spelling 1500

15	Reading Tactics Bk-A
10	" " Bk-B
20	" " Bk-C
19	" " Bk-D
25	" " Bk-E
15	" " Bk-F
2	TE - Reading Tactics - A
2	TE - " " - B
2	TE - " " - C
2	TE - " " - D
2	TE - " " - E

20	Correct Writing Form A

20	Grassroots - Form B
1	" Form B from M. C.

20	The Writer's Studio
2	Teaching Manuals

10	Eighty-eight Passages
1	Teacher's Manual

Nyack Campus cont'd

19	Developing Reading Versatility

20	McCall-Crabbs - Book A
20	" " " B
20	" " " C
2	" " " D)
2	" " " E) from Main Campus
2	" " " F)
3	" " Teaching Manuals

20	Building College Spelling Skills

19	Better Spelling

7	Spellbound - from Main Campus

20	Vocabulary Workshop Level C
20	Vocabulary Workshop Supplemental Testing Program C
20	Vocabulary Workshop Level D
20	Vocabulary Workshop Supplemental Testing Program D
1	Answer Key Level C
1	Answer Key Level D

20	Write Me A Ream
2	Teacher's Handbooks

10	The Comp-Lab Exercises
4	" " " " from Main Campus

2	Dr. Spello

1	Troubleshooter - Book 1 (Sound Out)
1	The Palo Alto Reading Program 2
1	" " " " " 3

INVENTORIES - SPRING VALLEY CAMPUS

Closet		Level	Quantity
SRA College Reading Program			7
The Mott Basic Language Skills Program			
	Book 1304	011	2
	Book 1306	011	2
Vocabulary Workshop	Level D	012-013	10
	Level A	011	5
	Level B	012	2
	Level C	012-013	5
Shostak Vocabulary Workshop	Level C	012-013	3
	Level E	014	6
Activities for Reading Improvement	Book 3	012	4
Toward Reading Comprehension	Form 1	013-014	3
Cambridge Language Arts Program	Level 2	011	2
	Level 3	011	3
	Level 4	011	2
Listen and Write	Book FA	012	19
	Book EA	012	16
The Shorter Handbook of College Composition		012-013	17
Reading Skills		013	3
SRA Senior Reading for Understanding			1 kit
SRA Reading for Understanding (Blue)		011	1 kit
Specific Skills Series	Elem Set	011	2 kits
	Secondary Level	011	1 kit
Guided Film Strips	F, G, 2H, I		5
The Relevance of Words		012	1 kit w/cas.
Listen and Think	Level F	012	3
	Level D	012	3
	Level E	012	3
Guided Reading Study Guide	Set F		6
	Set G		20
	Set H		10
	Set H2		9
	Set J		15
	Set I	012-013	17

Spring Valley cont'd

Closet		Level	Quantity
Listen and Read	Level GM1	012	3
English Practice for Mastery	Book 2	011-012	6
	Book 3	012	1
Activities for Reading Improvement	Book 2	011	5
	Book 3	012	8
Education Development Lab Kits			
Social Studies HH, C, GG, DD, FF, EE			
Science H, C, D, G, E, F			
Reference DDD, FFF, EEE			
Film Strip Series DA			
SRA Reading Lab 2B, 4A, 2A, 3B-2			

Metal Cabinet

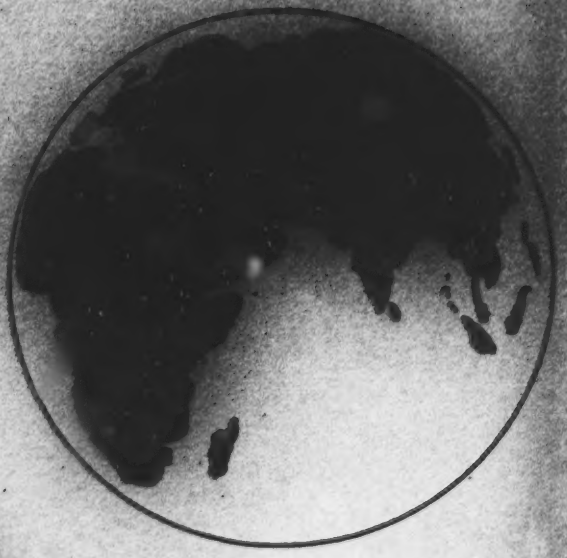
The Writer's Studio			12
Grassroots (Blue Book)			7
Correct Writing A			20
Developing Reading Versatility			20
Vocabulary Workshop	Level C		5
	Level D		20
Supplementary Testing Program Level C			18
Building College Spelling Skills			21
McCall Crabbs Standard Test Lessons		Level A	20
		Level B	20
		Level C	20
		Level E	1
Comp Lab			7
88 Passages			9
Reading Tactics		Level A	9
		Level B	6
		Level C	17
		Level D	14
		Level E	6
Better Spelling			9
Dictionary Drills-American Heritage w/sm Dictionary			20
Reading Drills for Speed and Comprehension			30
Spelling 1500 - A Program			21
World of Vocabulary		Book 4	24
		Book 3	25

Appendix E

Rockland Community College

ESL Student Handbook

1983-84



ESL STUDENT HANDBOOK 1983-1984

This Orientation Booklet for International Students contains the most important facts which you should know to help assure your success in your college education, particularly at Rockland Community College. The following is a listing of college personnel who can give you further information about the topics if you cannot find the answers to your questions in the Rockland Community College College Catalog or Student Handbook:

CENTER FOR INTERNATIONAL STUDENTS

Eileen Thornton for special problems encountered by enrolled F-1 students

Irene Cohen for housing and Health Insurance for F-1 students

Celia Greenberg for evaluation of foreign credentials for enrolled F-1 students and routine administrative problems

Maria Dell'Arciprete for intake of new applications

SPECIAL SERVICES PROJECT

Terry Hannigan, ESL Counselor - Personal and academic problems

INTERNATIONAL COLLEGE

Howard Berry - Coordinator, INTERNATIONAL COLLEGE, Chairperson ESL and foreign languages program

MAIN CAMPUS - ESL Program

Eveline Neumann-Adler
Judith Siegelbaum — Co-ordinators for main campus E.S.L. Program

NYACK - ESL Program

Michael Vilson - ESL Coordinator for Nyack Learning Center

SPRING VALLEY ESL PROGRAM

Herman Stovall Administrator/Counselor for Spring Valley Learning Center, Oden Oak, ESL Co-ordinator for Spring Valley Learning Center

HAVERSTRAW ESL PROGRAM

Steve Drinane - ESL Co-ordinator for Haverstraw Learning Center

Julia Kolechevich - Financial Aid and Administration

The information is divided into the following areas:

A - Offices you should be familiar with
B - General Information
C - Academic Matters
D - Financial Aid
E - The English as a Second Language Program
F - Extracurricular Activities
G - Immigration and Visas

We hope your time at Rockland Community College will be enriching and exciting and that you will take full advantage of the facilities and services available.

* * * *

5. The Campus Bookstore, Bldg. B, x 752,753

has textbooks, supplies and other items for sale to students. Store hours are posted at the entrance to Bookstore.

6. College Nurse 1st Floor, Fieldhouse x 443

provides first aid, health information, referrals to agencies outside the college, eye tests for drivers license. The College Nurse is available for medical and health problems.

7. The Campus Ministry, Room 3201 x 531

Mrs. Paparella - Roman Catholic - Tuesday, 12 to 8, Wednesday, Thursday 9-4 P.M. - Rabbi Yeshaya Rotbard - Jewish - Thursday, Friday 10 to noon Rev. David Moutariye - United Methodist - Wednesday 9 to 1

B - General Information

1. Weather

If Rockland Community College is to be closed because of bad weather or other emergencies this information will be broadcast on the following AM radio stations: WOR 710, WNBC 660, WRKL 910 or call Rockland Community College Weather #356-4332.

2. Parking

All students are expected to comply with parking regulations on campus. Do not park on roadways, unpaved areas or firelanes. Do not park in handicapped parking areas unless you are handicapped. Student parking stickers should be clearly displayed on student vehicles. Stickers and I.D. cards are available at Registration, after payment of tuition and fees.

3. I.D. Card

Students should carry a currently validated student I.D. card. It may be needed to access to Rockland Community College facilities and services. Students are expected to show Security Personnel their I.D. cards when

requested. Photographs for I.D. cards are taken at the beginning of each semester. Students holding I.D. cards should have them validated at the beginning of the semester in the Security Office. After payment of tuition, students can apply and receive their I.D. cards. If you lose your I.D. card there is a $5.00 charge to replace it.

4. Building and Classroom Locations

Please refer to campus map (p. 12)

Room Designation - Each room number on main campus is coded so that it can be easily located. The 1st digit of room numbers designates the building

Room numbers beginning with:		are located in:
1	are located in	Academic I
2	" " "	Academic II
3	" " "	Student Union
4	" " "	Library
5	" " "	Fieldhouse
6	" " "	Brucker Hall
CS 7	Arts Building	Community Services Building

The 2nd digit designates the floor on which the room is located. For example, room 2325 is located in Academic II on the third floor. Room 5211 is located in the Fieldhouse on the second floor.

C. Academic Matters

1. Rockland Community College and most American colleges have a system of credit. Credit, generally speaking, is a measure of time the student spends in class each week. Many of the courses at Rockland Community College are 3 credit courses which means that the student will usually spend 3 hours in class per week for a semester. Students must accumulate at least 60 credits in order to graduate with an Associate Degree. Every student must complete three Physical Education credits to receive an Associate Degree. Certificates require less credits.

2. It is important that every student decide on his or her major course of study (a major) and be aware of the degree requirements. There are degree requirements sheets for all majors at Rockland Community College for students. They are available in Brucker Hall, 1st floor near the Records Office. Students must take and pass all required courses before receiving a college degree.

3. Degrees are granted in August, January and June. There is a graduation ceremony in June. A student must make a formal application for a degree no later than the first 4 weeks of the beginning of the semester in which the student plans to graduate. Applications made after this deadline can not be assured of a degree in that semester.

4. F-1 students on a scholarship must consult the Foreign Student Advisor if they are contemplating a change of major. Others should consult the ESL counselor.

5. Transferring to another college. Students should begin thinking about a transfer to a four year school during their last semester in ESL. Please see the ESL counselor at that time.

6. Students should be aware that they may be eligible for special recognition for superior academic work. This may be an important consideration when a student applies to a 4 year college or graduate school. It also may be important when applying for a job. Below are the requirements for these honors:

   Dean's Honor List - Students who complete twelve or more credits in a semester with an average of 3.0 or higher and no grades lower than C are eligible.

   Phi Sigma Omicron - is an academic honor society. A student is eligible to be a member after completing 28 degree credits, without any grades lower than C and an average of 3.25 or higher.

Please note that the above applies to courses other than English as a Second Language courses.

7. Cheating, plagiarism (use of ideas or words of another person without giving credit to that person), or any form of academic dishonesty is a violation of the Rules and Regulations of the Student Code of Conduct.

8. It is possible to receive college credit by successfully completing examinations in certain areas of study such as foreign languages, sciences, mathematics etc. It is possible to receive more information on this matter from the reference desk of the library. The examinations are called the College Proficiency Exam. (C.P.E.), Regents External Degree (R.E.D.) Exam and the College Level Examination Program (C.L.E.P.).

9. The test of English as a Second Language (TOEFL) is required by many four (4) year colleges for transfer from Rockland Community College. The test is offered at Rockland Community College several times a year. For more information contact the Reference Desk at the Library, or the Center for International Students. English as a Second Language students should plan to take the test after completion of Freshman English.

10. The Grading System at Rockland Community College is typical of many American colleges and Universities. Students taking E.S.L. courses will receive one of three grades:

    S - satisfactory completion of a course. The student may continue his/her studies at next level.

    U - unsatisfactory progress in a course. The student must repeat the course.

    P - satisfactory completion of E.S.L. program. The student can leave E.S.L. program.

    MP - measureable progress. The student has made progress but needs more work at the same level.

    In mainstream (credit courses)a different grading system is used:

    A - Superior, highest grade that a student can receive

    B+- Very Good

    B - Good

    C+- Above Average

C - Average

D - Minimum Passing

F - Failure

FX - Failure for non-attendance/participation on and after the official census date

W - Official withdrawal before the end of the eighth week of the semester

P/F- option-decision made by student to take a P (Pass) or F (Failure) rather than receive one of the above grades. This option allows a student to take a course in which he/she feels that he/she might receive a low grade, for example D. The student would receive a "Pass". This grade would not have an effect on the students grade point average. However, if the student fails the course it is calculated in the grade point average P/F grades may cause difficulties if the student plan to transfer to another college.

IP - means in progress. It is an extension of time beyond the semester so that the student can complete academic requirements for the course. If a student feels he/she needs this additional time, it's important to make an appointment with the course instructor to request an IP grade and arrangement of an alternate date for completion of course requirements. Upon completion of course requirements, the IP grade will be changed to A,B, C,D. If requirements are not completed by the alternate date the IP will be replaced by an F.

AU - indicated audit, that is, a student is attending a class unofficially. This means that the course will not be counted for credit, financial aid or veteran's benefits. Courses previously taken for audit may be repeated on a credit basis.

In order to receive an W, AU or P/F option, the student must contact the Records Office and file for one of the above grades before the end of the eighth week of classes in the semester.

D - English As a Second Language Program

1. International Students whose native language is not English are tested for English Language Proficiency upon entering Rockland Community College. Based on the results on this testing, students are placed in appropriate ESL classes. It is important that students be aware that the testing will be the prime factor in the decision about their level of study in English.
2. Students are expected to attend all classes in their ESL program. Attendance is an important factor in the decision about a student's final grade and his/her progress to a higher level of ESL classes.
3. Faculty at Rockland Community College will expect that you not only attend classes regularly but that you arrive on time and stay for the whole class period.
4. Students are expected to refrain from distracting behavior during class to ensure an atmosphere conductive to learning.
5. If for any reason it becomes impossible for a student to continue attending class, it is important that the student contact the ESL Coordinators.
6. Students may repeat an academic course if they have failed it. The transcript will show the course only once with the better grade.
7. Smoking is not permitted in classrooms by order of the Fire Department.
8. No food or beverages for consumption are permitted in classrooms.
9. The Media Services Center, Room 4130 x 386 has a collection of tapes in English which correspond to some E.S.L. texts used at Rockland Community College. The staff will make copies of these tapes at no charge to students who provide blank tapes. It is also possible to listen to these tapes in the library. Please ask your ESL teacher for more information.

E - Extracurricular Activities

Students registered for 9 more more credits are eligible to use Fieldhouse facilities during Family Recreation Hours. Facilities include Racquetball, Basketball, Weightroom, Pool and Tennis Courts.

1. The Office of Student Life, Room 3100 x 373,374,375 can assist students who have questions about housing and transportation to/from Rockland Community College, extracurricular activities, student clubs and items that are lost and found on campus.

F - Financial Aid (For U.S. Permanent Residents only)

Financial Aid is an important area that directly effects the student. If a student does not properly file financial aid forms yearly, it may cause difficulties for him to register in the present semester and the student may have to pay for tuition personally.

Below is a list of requirements and steps that should be followed to ensure that the Office of Financial Aid can process student applications for Financial Aid:

1. At the Financial Aid Office you should pick up and fill in the following forms:
   - PELL grant application
   - If the student has been living in New York State for one year or more, he should complete a T.A.P. application
   - R.C.C. application
   - Selective Service Form
2. You must present documentation of your income for the previous year. The following documents should be presented to the Financial Aid Office along with the student's application for financial aid:
   - Federal Income Tax Return
   - State Income Tax Return
   - A letter from Social Services stating the students means of support (if applicable)
   - A letter from the Social Security Office stating the amount of Social Security benefits received by the student, parents or spouse
   - A statement of support, if none of the above apply.

3. Proof that the student has an alien registration number. The student may present his green card or passport with alien registration number.
4. Make an appointment with a financial aid counselor to review your completed forms. The student should bring all the items in 1,2 and 3 to this appointment.
5. If all the forms are in order the student will receive a credit slip which will be handed in upon completion of the registration process.
6. The student will receive award notices by mail of their PELL and their TAP awards. It is very important that these award notices be brought into the Financial Aid Office. Failure to do this will mean that the student will not have his tuition paid by the PELL/TAP awards.

Because of the importance of properly processing these forms, the Financial Aid Office recommends that students bring any letter they receive about Financial Aid to the Financial Aid Office as soon as possible. This will assure that processing runs smoothly and that students will receive financial assistance to which they are entitled.

Other facts that the student should know about financial aid:

1. There is a double tuition charge for students who have not been living in New York State for one year or more.
2. International students who are not registered aliens are not eligible for financial aid.
3. Students who are not eligible for TAP/PELL assistance may apply for a guaranteed student loan, provided you are a registered alien.
4. All students must be matriculated (officially registered in a degree or certificate program) to be eligible for financial aid.
5. Continuing students must maintain certain academic standards in order to continue receiving financial aid. This had to do with the grades and number of credits you must take. A Financial Aid Counselor can give you more information about this.
6. TAP - Tuition Assistance Program pays from $200 to $1100 per year. The filing deadline is March 31.

7. PELL - formerly known as Basic Educational Opportunity Grant pays from $126 to $1338 per year. The deadline is March 15. Students must be taking at least six credits.

G. Immigration and Visas

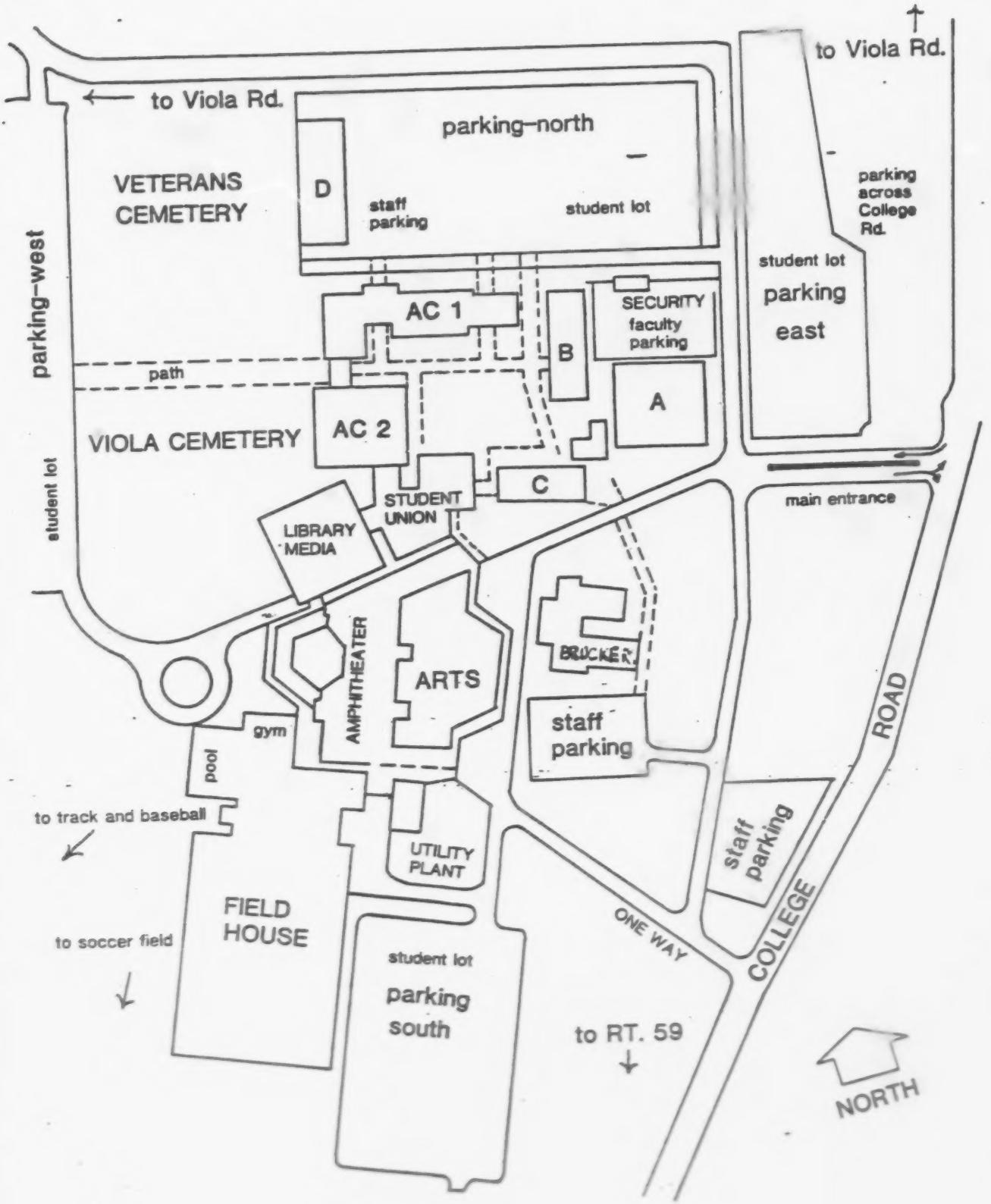
Following is an overview of our F-1 Student's responsibilities as decreed by the Immigration and Naturalization Service:

- to have authorization from Immigration and Naturalization Service to attend Rockland Community College;
- to maintain a valid passport;
- to be in possession of a valid visa;
- to attend classes regularly;
- to register for classes on the appropriate registration date;
- to make continuous progress towards a degree;
- to work off-campus only with permission from the Immigration Service;
- to carry a full-course load each semester (12 credits or credits - equivalent).

If you have any questions in fulfilling these requirements, please see the International Student Advisor early, to work on possible ways to remedy the situation. Please do not delay. Serious consequences, such as deportation, can ensue unless prompt action is taken.

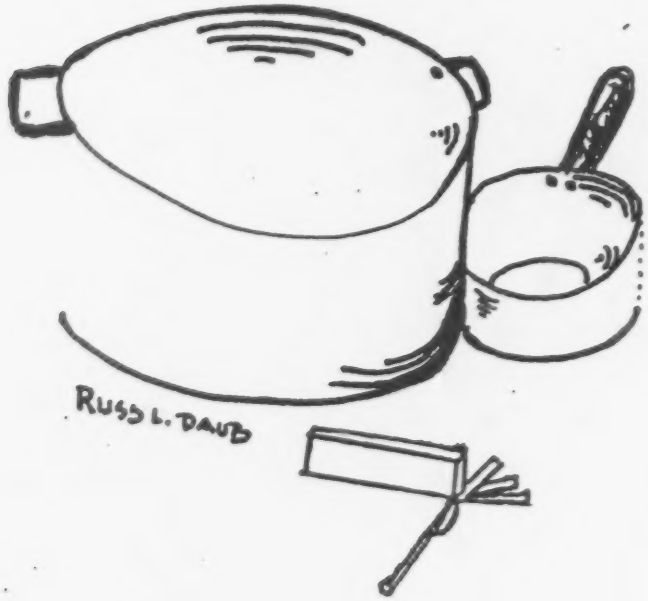
* * * * * * * * * * * * * * *

We hope the above information will make your life on campus easier. Please do not hesitate to speak with your teacher or counselor about any problem you are faced with which interferes with your studies. The staff of the English Language Institute and the counseling staff wishes you success in your academic endeavours.


to Viola Rd.
parking-north
VETERANS CEMETERY
D
staff parking
student lot
to Viola Rd.
parking across College Rd.
parking-west
student lot
parking east
AC 1
SECURITY
faculty parking
B
path
A
VIOLA CEMETERY
AC 2
C
STUDENT UNION
main entrance
LIBRARY MEDIA
AMPHITHEATER
ARTS
BRUCKER
staff parking
ROAD
gym
pool
to track and baseball
UTILITY PLANT
staff parking
FIELD HOUSE
to soccer field
ONE WAY
COLLEGE
student lot
parking south
to RT. 59
NORTH

Appendix F

THE 1983 COLLEGE SKILLS COOKBOOK



produced by:
College Skills Students
Rockland Community College

The 1983 College Skills Cookbook

ritten and Produced by College Skills
tudents, Rockland Community College.

o-ordinator. . . . . .Pat Diamond
over Art . . . . . .Russell L.Daub
ditor . . . .Lora Kahn

Dear Friends;

In the history of civilization, as in each individual history, food plays a central role. "You are what you eat" is a statement applicable to cultures as well as to individuals. When the Israelites wanted to describe paradise they called it "the land of milk and honey" because paradise would have to be a place where the most wholesome foods would be readily available. Marie Antoinette's scornful remark, "Let them eat cake," when the French peasants clamored for bread signalled the end of a society which was not responding to the most basic needs of its people. The great immigrations to the New World during the nineteenth and early twentieth centuries represented a flight from oppression but also a flight from hunger for some groups. Many Irish were forced from their towns and farms during the great potato famine in the 1840's.

"You are what you eat" can be seen as a statement of resourcefulness under adverse or extremely limiting conditions. The wonderful cuisine we now call "soul food" is the creation of a people who made the very simplest, most easily obtainable ingredients into quite wonderful creations: chicken, collard greens, chitlins, sweet potatoes, and nuts.

In this country within the last decade, many people have come to realize that Americans as "food consumers" are fooled into buying "products" which bear little relationships to actual wholesome foods. Here "you are what you eat" can be seen as a statement about a culture more concerned with fun and immediate gratification than with health.

In this cookbook are collected recipes which are wholesome and yet enjoyable, and which reflect the various cultural groups from which we, of the College Skills community, come. We have gathered them to celebrate each other's diversities and talents, and to recognize how we are different as well as the fundamental needs we have in common.

Bon Appétit!

Lora Kahn
Pat Diamond

Acra (made from Yucatan)
Contributed by Antonio Sylvain

3 ground yucatans, (medium size)
1 egg
1 tsp. baking powder - 1 cup oil(veg.)
Salt and pepper
parsley
green pepper

1. Grind the yucatans
2. Place about 1 cup of oil (preferably veg.) in pot and let it heat up.
3. Mix all the ingredients into the ground yucatans.
4. With a tablespoon, shape into little balls & fry.

Seasoned Salad Puffs
Contributed by Russ Daub

7 cups Quaker Puffed wheat or rice
1/3 cup grated parmesan cheese
1/3 cup butter melted
1/4 tsp. Garlic salt
3/4 tsp. Basil, crushed
1 tsp. chili powder

1. Combine melted butter, chili powder, basil & garlic salt; mix well
2. Combine cereal and cheese in large bowl, pour melted butter mixture over cereal - mix well.
3. Place mixture in large shallow baking pan. Bake in pre-heated over (350°) about 15 min. or until crisp.
4. Store in refrigerator in tightly covered container.

Sprinkle over your favorite tossed salad.

Zucchini Bread

Contributed by Pat Diamond

4 eggs
2 cups sugar
1 cup veg. oil
3½ cups unsifted-unbleached flour
1½ tsp.baking soda
1 c.walnuts chopped
1 ½ tsp salt
1 tsp cinnamon
3/4 tsp. baking powder
2 cups grated Zucchini (not pared)
1 cup raisins
1 tbl. vanilla

1. Beat eggs, gradually beat in sugar, then oil.
2. Combine dry ingred; add to first mixture alternately with zucchini.
3. Stir in raisins, walnuts and vanilla.
4. Turn into 2 greased & lightly floured loaf pans.(9x5x2½)
5. Bake on lowest rack at 350° for 55 min. or until loaves test done.

Cool on rack - Bread freezes well.

Cream Cheese Cookies

Contributed by Linda Wanstall

½ cup shortening
1- 3 oz. pkg. cream cheese
1/3 cup sugar
1 egg yolk
½ tsp. vanilla extract
1½ cups sifted flour
½ tsp. salt

1. Cream shortening and cream cheese until soft.
2. Add sugar gradually; continue to cream until light and fluffy.
3. Add egg yolk and vanilla - beat well.
4. Sift flour and salt together; add in three additions. Beat well after each addition.
5. Chill dough for 10 minutes.
6. Pack into cookie gun; make into desired shapes on an ungreased cookie sheet.
7. Bake 10-12 minutes in a hot oven (400°).

Cold Avocado Soup
Contributed by Lora Kahn

2 cups consomme madrilene
1 large avocado pureed or mixed in blender
1 cup sour cream
salt
dash chili powder or cayenne pepper
1 tsp. grated onion
fresh dill or dillseed.

1. Combine consomme with avocado and sour cream.
2. Season with salt to taste, chili powder and onion.
3. Chill
4. Serve garnished with dill

Stuffed Mushrooms
Contributed by Gail Finlayson

3 med. sized mushrooms, wiped - 1 oz. cheese grated
1 sm. onion finely chopped - 1 tsp. chopped parsley
½ oz. butter (2 TBLS) - 1 beaten egg to bind
3 TBLS finely chopped cooked ham or bacon - salt & pepper
5 level TBLS fresh white breadcrumbs - cooking oil

1. Remove and chop the stems from mushrooms.
2. Lightly fry the stems and the onion in the butter for 3-5 min. until soft. Add the ham or bacon, breadcrumbs, cheese and parsley and enough egg to bind them together. Stir until well mixed and hot, season to taste.
3. Brush the mushrooms with a little oil and put in a greased baking pan. While the filling into the mushrooms, cover with foil and bake in the center of the oven at 75° for about 20 minutes.

Classic Butter Cake
Contributed by Elda Lambert

2 cups sifted cake flour
3 Tsp. baking powder
½ Tsp. salt
2/3 cups butter or other shortening
1 cup sugar
3 eggs, separated
2/3 cup milk
1 tsp. flavoring

1. Sift together three times, flour, baking powder and salt.
2. Cream butter until soft and gradually add sugar - creaming until light and fluffy. Mix in well beaten egg yolks.
3. Add dry ingredients alternately with milk, stirring vigorously after each addition. Continue stirring for 2 minutes or about 300 strokes.
4. Fold in the stiffly beaten egg whites and flavoring.
5. Turn into lightly greased baking pan and place in center of preheated oven.

Bake in 2 - 9 inch layer pans in moderate oven (375°) 25 to 30 minutes.

Sangria

Contributed by
Terry Hannigan

1 Qt. dry red wine
1/4 cup Brandy
1 Orange sliced with rind left on
1 Lemon sliced with rind left on
1 Peach peeled and sliced
½ cup of sugar or to taste
2 cups of water

1. Mix fruit and wine.
2. Dissolve sugar in 2 cups of water and add to wine.
3. Refrigerate overnight and add ice cubes before serving in tall glasses.

Antipasto

Contributed by Jean Bushelon

Genoa Salami (sliced) rolled
Prosciutto (sliced) rolled
Provolone (chunk) cut in small wedges
1 Jar Marinated Artichoke hearts
1 Jar Roasted red sweet peppers
1 Can anchovies
Green and Black olives

1. Placed rolled salami and prosciutto around edge of platter.
2. Put wedge of provolone in between slices of meat
3. In center arrange artichoke hearts, peppers and anchovies. Place olives around platter.

Serve with Seeded Bread sticks

Chicken Italian

Contributed by
Veronica Williams

2 TBLS butter
3½ pounds frying chicken pieces
1 1/3 cups (12 oz.can) Italian Tomato paste
1 1/3 cups water

1. Melt butter in 13x9x2 in. baking dish.
2. Arrange chicken pieces, skin side up, in dish.
3. Bake in moderate oven (350°F) for 30 minutes
4. Pour off excess fat. Combine Paste and water. Pour over chicken pieces. Cover with foil and return to oven for an additional 30 minutes.
5. Serve chicken and sauce with hot cooked spaghetti or your favorite pasta.

Serves 4 - 6 .

Matzo Balls
Contributed by Hugh Kalik

2 TBLS fat
2 eggs
½ cup Manischewitz Matzo Meal
1 tsp. salt
2 TBLS soup stock or water

1. Mix fat and eggs together. Add matzo meal and salt, which were first mixed together. When well blended, add soup stock or water.

2. Cover mixing bowl and place in refrigerator for at least twenty minutes.

3. Using a two or three quart pot, bring salted water to a brisk boil.

4. Then shape mixture into balls about two inches across. Reduce flame and into the slightly bubbling water drop matzo balls.

5. Cover pot and cook 30 - 40 minutes.

6. Have soup at room temperature, or warmer and remove matzo balls from water to soup pot. When ready to serve, allow soup to simmer for about five minutes.

Recipe makes 8 balls.

Venison Stew (Deer Stew)
Contributed by Wilma Lee

1½ lb uncooked Venison
1½ t salt
1/8 t. pepper
2 T flour
2 T shortening
¼ C chopped onions
3 potatoes, diced
3 carrots, diced
1 turnip, diced
2 T. chopped parsley

1. Cut venison in 1 inch cubes; add seasoning and sprinkle with flour.

2. Heat shortening in dutch oven, add venison and cook until lightly browned, stirring two or three times. Then add onion and cook until golden, stirring occasionally.

3. Add water to cover venison, simmer about 90 minutes. Add more water if necessary

4. Add vegetable to stew: cook 30 minutes or until tender.

5. Brown flour in heavy skillet. Mix flour and water, add 2 to 3 T. liquid from stew stirring. Add paste to stew when vegetables are tender, stirring. Cook until thickened.

A Working Woman's Delight
Delicious Lasagna - Meatless
Contributed by Gerry Rosen

These are the ingredients you'll need:

2 Eggs
1 lb. part skim Ricotta cheese
1 lb. part skim Mozzarella cheese
1 lb. Lasagna Noodles
2 lbs. Marinara Sauce

1. Boil noodles - drain (put 1 TBLS. oil in boiling water to prevent noodles from sticking together)

2. Beat 2 eggs into Ricotta cheese, dice mozzarella cheese.

3. Pour a little bit of sauce over botton of 9 x 12 Lasagna or any flat pan (must have sides of 2 in.)

4. Spread lasagna noodles on bottom, layer of ricotta then mozzarella cheese. Spoon sauce over cheese. Repeat process until all cheese, sauce is used.

5. On top layer sprinkle parmesan cheese.

Bake for 45 min. (or when top is bubbly) in 350° oven.

Serves 6 - Enjoy!

Party-time Meat Loaf
Contributed by C. Santana

2 lbs. lean ground beef
2 eggs
1 Medium onion, finely chopped
1 cup uncooked oatmeal
8 oz. can tomato sauce
10 oz. package frozen chopped spinach, thawed and well drained
10 oz. package frozen peas, thawed
½ cup grated parmesan cheese
½ cup chopped nuts
½ teaspoon each, thyme, nutmeg, basil

1. Preheat oven to 350°.

2. Combine all ingredients and shape into two loaves and place in shallow baking pan. Bake about 1½ hours. Pour off excess grease.

Fried Fish
Contributed by Andrea Bythewood

6 Butterfish or
3 Porgies split
1½ cups yellow cornmeal
Bacon drippings (if desired)
2 eggs beaten.
salt & pepper to taste
cooking oil

1. Wash fish and drain.
2. Heat oil seasoned with bacon drippings in 10" skillet.
3. Mix cornmeal, salt & pepper in shallow bowl
4. Beat eggs in shallow bowl.
5. Dip each piece of fish in eggs, then in cornmeal.
6. Fry until golden brown and crisp on each side.

Blueberry-Orange Bread

Contributed by Bonnie Chwast

2 cups flour
½ tsp. salt
½ tsp. baking powder
½ tsp. soda
1 cup sugar
2 Tbl. melted shortening
grated rind 1 orange
1 egg - beaten
Orange juice
1 cup blueberries(nuts)

Put melted shortening in 1 cup measure, fill cup with orange juice. Add this mixture to beaten egg and mix.

Combine dry ingredients

Fold in nuts and blueberries

Bake in loaf pan at 325° for about 1¼ hours.

Test for doneness

Marinated Green Beans

Contributed by Dora Livingston

2 cups green beans- -- - -Cook until tender.
1 large onion, sliced - - - - mix with beans.
¼ cup vinegar. . . . . .)
1 LBS. oil . .. . . .)
2 to 3 cloves. . . . . .)
salt and pepper.....)
Mix, pour over beans - chill 1 to 2 hours

Custard Pudding (Flan)

Contributed by Carlos Rivera

6 eggs
1 pt. carnation milk
1 pt. Magnolia milk
1 tsp. vanilla extract
½ cup sugar

1. Beat the eggs, add carnation milk, Magnolia milk and the vanilla. Mix well.
2. Take the top of the double boiler - add sugar and heat until brown.
3. Add mixture to pot and place on double boiler - on low flame and cover for 1 hour.

German Cake (Plain)

Contributed by Barbara Franciosa

3/4 lb. butter or margarine -
2 cups sugar
5 eggs - separated
1 cup of milk
5 cups flour
5 level Tbl. baking powder
Vanilla or Lemon

1. Cream butter and sugar. Add egg yolks and mix
2. Add milk and dry ingredients alternately. Add vanilla or Lemon
3. Beat egg whites until stiff
4. Fold in batter.
5. Bake in well greased cake mold about 45 minutes at 350°.
6. Cool then powder with confectioners sugar.

Gambas a la Parilla (Barbecued Shrimp)

Contributed by Terry Hannigan

1 lb raw shrimp (or lobster, crab)
½ cup onion (chopped)
3 TBLS olive oil
1 cup catsup
½ cup lemon juice or vinegar
½ TBL brown sugar
½ cup water
2 tsp. mustard
2 TBLS Worcesterhire Sauce
¼ tsp. salt
1 tsp. chili sauce

1. Clean shrimp
2. Make a sauce of other ingredients. Cook 10 minutes and strain.
3. Put raw shrimp in broiler pan and broil while basting with the Sauce.
4. Broil 5 to 10 mins. depending on heat of broiler.

Sweet Potato Pie

Contributed by Annette Outlaw

Makes 2 pies

2 cups sugar
1½ tsp. of vanilla
1 tsp. of nutmeg
1 can of yams
1 egg
½ cup of milk
2 pie crusts.

1. Set oven at 355°
2. Drain yams and save a half cup of juice. Add egg, vanilla, milk and mash well; then add cinnamon, nutmeg, and sugar and mix well.
3. Put pie crust in oven and brown. Pour the mix into the pie crust.
4. Put into oven for one hour - then serve warm or cold.

Noodle Pudding

Contributed by Elaine Padilla

1 lb thin egg noodles
1 lb cottage cheese
1 pt. sour cream
1 tsp. vanilla
2-3/4 cups sugar
1 cup milk
2½ sticks butter
8 eggs, beaten
cinnamon
2 cups fruit salad, drained

Preheat oven to 350°

1. Cook and drain noodles according to package directions. Add butter, cut into pieces, while noodles are hot so that butter will melt.
2. Add all other ingredients except cinnamon. Mix well.
3. Pour mixture into rectangular baking dish. Sprinkle top with cinnamon.
4. Bake for 1 hour.

Mexican Salad Spread

Contributed by MaryAnne Kezmarsky

Use 18" or 20" plate/tray

1 can refried beans -
Spread on tray (leave ½ to 1" around edge to put the tostito chips)

1 Avocado - peel and mash w/ ½ tsp. lemon juice -
Spread over bean

½ c. mayonnaise
½ c. sour cream
½ pkg. taco seasoning mix

Mix together - spread over avocado (cover the avocado)

1 Can ripe olives - chop and sprinkle on the mixture

1 Small bunch scallions - chop and sprinkle on top of olives

2 Med. tomatoes - chop and sprinkle on top of onions

6 oz. shredded cheddar cheese - sprinkle over all.

Use Doritos or Tostitos

Steamed Scallion-Stuffed Fish Fillets and Vegetables

Contributed by Tony Duprey

6 large sole fillets
2 cups - lin. long, diag. cut celery slices
3 Bunches Baby Bok choy, or swiss chard. cut into halves
6 scallions, trimmed & chopped
½ lb. small mushrooms, thickly sliced
2 cups broccoli flowere

Dipping Sauce

½ cup Japanese soy sauce
1 TBLS grated fresh ginger
1 clove garlic, mashed
1 TBLS dry sherry.

Mix sauce ingred. together and serve in individual dish

1. Spread sole fillets with scallions and roll up length wise.

2. Cut each piece into halves and place, cut side down, in steamer along with vegetables.

3. Set steamer basket over boiling water, cover and steam for 15 to 20 minutes or until vegetabl are crisp and tender.

Serve with above sauce - Serves 6

Meal may also be oven baked.

1. Line a large shallow pan with foil and pour in enough water to reach ½ inch depth.

2. Add stuffed fillets and vegetables in a single layer, cover with more foil, crimping edges to seal in moisture.

3. Cook in preheated moderate oven (350°F) for 15 to 20 minutes.

To serve unwrap, lift out with slotted spoon.

Barbecue Sauce
Contributed by Bonnie Chwast

3/4 cup catsup
3/4 cup water
1/4 cup chopped onion
2 TBLS brown sugar
2 TBLS lemon juice or vinegar
1 TBL prepared mustard
2 tsp. A-1 sauce or Worcestershire
1 clove garlic, mashed (optional)

Combine all ingredients, cover and simmer for 10 minutes. Add pork ribs or franks and cook until meat is tender.

4 - 6 servings

Carbonara -Spaghetti
Contributed by Maggie Martin

3 Egg yolks
1½ sticks of butter
8 oz. cheese (Romano or Parmesan)
6 slices of bacon

1. Mix eggs/butter/cheese together to form a ball

2. Cook bacon and crumble into cheese misture

3. Drain spaghetti and put into bowl with cheese mixture -

4. Heat mixture until chees is melted.

Garnish with parsley.

Chopped Meat Stew
Contributed by Hannah Thomas

2 Chopped onions
3 Chopped carrots
1 lb. chopped meat
3 Potatoes, cubed

Water
1 t. salt
1 t. pepper

1. Fry meat and onion in pan until brown.

2. Pour into a saucepan and add chopped carrots, potatoes, onions,salt and pepper

3. Add water as needed, cooking slowly until done.

Rice and Pigeon Peas
Contributed by Diana Hallman

1 can Goya Pigeon Peas-drained
½ can of tomato paste
2 TBLS. of condimix (Goya)
1 lb. of Rice (Carolina)
½ C of oil
4 Cups of cold water.

1. Put the oil, condimix, tomato paste, drained Pigeon Peas in a medium size pt. Stir while simmering.

2. Wash rice and rinse out water. Put the rice in the pot, then add the water and stir.

3. Let it boil until the water disolves, then stir the rice and lower the flame to low. Put the lid on the pot and let it sit until it dries.

Mushroom Turnovers
Contributed by Gail Finlayson

Note: Don't overfill.

Mushroom Filling:

- ½ lb. mushrooms -chopped
- 2 TBLS butter or Marj.
- 1 Med. onion chopped
- ½ tsp. salt
- Dash of pepper
- Dash nutmeg
- ½ tsp. lemon juice
- 2 tsp. flour
- ½ cup sour cream
- 1 tsp. dill

1. Heat butter or marj. in skillet; add mushrooms and onions, cook and stir briskly 4 min. Sprinkle with all but sour cream and dill. Remove from heat and add sour cream and dill.

Cream Cheese Pastry:

- 1 cup margarine
- 8 oz. cream cheese
- ½ tsp salt
- 2 cups flour
- 1 egg yolk
- 2 tsps. milk

1. With electric mixer, mix first 3 ingredients until smooth. Work in flour to form a smooth dough.

2. Flatten dough in foil to form an 8in. by 6 in. rectangle. Refrigerate overnight.

3. Divide pastry in two. Roll each in a rectangle, fold each in thirds. Repeat rolling - folding a few times. Finally, roll each half into a 12 x 9 x ½ thick rectangle.

4. Cut into two inch squares.

5. Put in small amount of filling, on each square. Fold into triangles, crimp edges. Put on ungreased cookie sheets, chill for 1 hour.

6. Bake at 350^{0} for 20 minutes

Caponata
Contributed by Patty Einhorn

- 2 onions chopped
- 2 green peppers - chopped
- 1 8 oz. can tom. paste or sauce
- pine nuts (optional)
- 2 tsp. wine vinegar
- 2 Tbls. capers optional
- 1/3 cup each black and green olives
- 1 Eggplant peeled and cubed
- 2 cloves garlic
- ½ cup celery chopped (optional)
- Olive oil

1. Saute onions, garlic & green peppers until soft.

2. Add cubed eggplant and cook until soft.

3. Add tomato paste, capers, vinegar & olives simmer a few minutes more.

4. Add salt, pepper & oregano to taste.

5. Chill, serve with crackers.

Claremont Salad

contributed by Jeff Peters

1 Head of cabbage shredded with knife
3 Cucumbers sliced
1 each - onion, pepper & carrot (noRED onion as color fades) chopped

9 TBLS water (½ cup + 1 tbls)
9 TBLS oil
9 TBLS Salad Vinegar
9 TBLS Sugar
1 tsp. salt
Garlic powder to taste

1. Combine all vegetables in large dish with cover.

2. Blend all other ingredients in separate pot. Pour over vegetables until saturated.

3. Marinate uncovered out of refrigerator for 2 hours.

4. Cover and store in refrig. till needed.

Hector Lopez' Mexican Chinese Fried Rice

Contributed by Neal Levy

1½ cups cooked white rice
2 T corn oil
1 6oz. can broiled mushrooms, sliced and drained
¼ cup chopped scallions
2 T soy sauce
1 Egg beaten
¼ cup chili juice (sauce)

1. Heat oil in skillet.

2. Add rice, mushrooms, onions and soy sauce. Cook over low heat about 10 min, stirring occasionally.

3. Add egg. Cook and stir 5 min.

4. Heat chili and add for flavor

Peach Crisp

Contributed by
Dora Livingston

Combine ----------
1/3 cup of flour
½ tsp. cinnamon
½ cup brown sugar, packed
1 cup quick cooking rolled
wheat or oats

Cut into flour ----------

1/3 cup margarine

Add to mixture. Mix lightly.

5 cups sliced canned peached, drained*

Bake at 375° for 30 minutes.

* 5 cups fresh sliced peaches, plus ½ cup sugar can be substituted for 5 cups canned sliced peaches.

Serves 6

Appendix G

In Celebration of Cultures Festival

May 10

German	Italian
Chinese	Slavic
African	Arabian
Hispanic	Israeli
Malaysian	Haitian

Students United For Black Awairness

Culture Clubs

Displays 11 A.M. - 10 p.m.

Movies RM. 3108 1-9 p.m.

International Entertainment RM. 3101

12-4 p.m. and 6-9:30

In the Student Union Building

Volleyball and Soccer - Back Field

4-6 p.m.

Food in Room 3106 $2.50

12-2 p.m.

5:30-8 p.m.

BEST COPY AVAILABLE

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

MAY 23 1986